DOCUMENT RESUME

ED 313 512 CE 053 625

TITLE Entering the 90's: Reflections on the Past, Directions for the Future. National Conference on Adult and External Degree Programs (9th, Tampa, Florida, October 11-13, 1989).

INSTITUTION Alliance, an Association for Alternative Degree Programs.; American Council on Education, Washington, D.C.

PUB DATE 89

NOTE 208p.; The 16-page paper by De L'eau contains blurred type and will not reproduce well.

PUB TYPE Collected Works - Conference Proceedings (021) -- Reports - Research/Technical (143) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC09 Plus Postage.

DESCRIPTORS *Access to Education; *Adult Education; Degree Requirements; *Distance Education; Evening Students; *External Degree Programs; Higher Education; Independent Study; Lifelong Learning; Noncampus Colleges; *Nontraditional Education; Open Universities; *Special Degree Programs

ABSTRACT

This report of a conference on distance learning/adult education programs contains the following papers: "Adult Learners, Distance Education, and Technology: It's the Future, but Can We Get There from Here?" (Gulliver, Wright); "Minority Student Response to External Adult Degree Program Education" (Gillett, Sutphin); "Methods in Project Development: Applications of Collaborative Learning Technique and Writing Theory to Research Projects of Adult Students" (Fishman, Bunnell, and McNees); "Quality Assurance in Alternative Graduate Education" (Francis); "Closing Distances in Adult Education" (Roberts, Granger); "Redefining Liberal Education and Restructuring General Education: A Way of Helping to Meet Society's Need for Educating the Unemployed/Unemployable" (Leith); "Graduate Liberal Studies for Adults: Recent Progress and Future Prospects for a Growing Program Area" (O'Callaghan, Davis); "The Future of Distance-Directed Adult Study and the Liberal Arts: The Electronic External Degree of the Woods Project" (Watts); "Does Education Make a Difference? A Survey of Graduates" (Holm); "Self-Assessment: Reflection on the Past Which Helps Set Future Directions" (Taylor, Marienau); "Part-Time Faculty, Administrators, and Learners: Adversaries or Partners in the Learning Contract" (Corso, Barden); "Utilizing Your PC in Recruitment and Retention in an External Degree Program for Adult Learners" (Swan); "Beyond Chocolate and Vanilla: Reaching the 33 Flavor Market" (Miner); "Theories of Adult Development: A Comparative View" (De L'eau); and "The Goals of Higher Education and the Adult Student" (Roxby). (CML)

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ED313512

The Ninth National Conference on Adult and External Degree Programs

Co-sponsored by:
The Alliance
and
American Council on Education

October 11–13, 1989
Tampa, Florida

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Entering the 90's
Reflections on the Past
Directions for the Future

Ninth National Conference on Adult and
External Degree Programs

Tampa, Florida
October 11-13, 1989

Co-sponsored by: The Alliance and the American Council on Education

Contents

Foreword i

Conference Planning Committee ii

Adult Learners, Distance Education and Technology:
It's the Future, But Can We Get There From Here?
Kate Gulliver and Thomas Wright 1

Minority Student Response to External Adult Degree
Program Education
Nancy Gillett and Emma Sutphin 17

Methods In Project Development; Applications of
Collaborative Learning Technique and Writing Theory
to Research Projects of Adult Students
Sue Fishman, Ed Bunnell, and Penny McNees 24

Quality Assurance in Alternative Graduate Education
J. Bruce Francis 34

Closing Distances in Adult Education
Lowell Roberts and Daniel Granger 67

Redefining Liberal Education and Restructuring General
Education: A Way of Helping to Meet Society's Need for
Educating the Unemployed/Unemployable
D. Malcolm Leith 71

Graduate Liberal Studies for Adults: Recent Progress
and Future Prospects for a Growing Program Area
Phyllis O'Callaghan and Dan A. Davis 86

The Future of Distance Directed Adult Study and the
Liberal Arts: The Electronic External Degree of The
Woods Project
Robert G. Watts 89

(continued)

Does Education Make a Difference? A Survey of Graduates
Shirley Holm 112

Self-Assessment: Reflections on the Past Which Helps Set Future Directions
Kathleen Taylor and Catherine Marienau 117

Part-Time Faculty, Administrators, and Learners: Adversaries or Partners in the Learning Contract
Anthony W. Corso and Lillian Barden 123

Utilizing Your PC in Recruitment and Retention in an External Degree Program for Adult Learners
Judith Swan 145

Beyond Chocolate and Vanilla: Reaching the 33 Flavor Market
Carol S. Miner 149

Theories of Adult Development: A Comparative View
Judy De L'eau 160

The Goals of Higher Education and the Adult Student
Robert J. Roxby 177

F O R E W O R D

Welcome to the Ninth National Conference on Adult and External Degree Programs. The Alliance and the American Council on Education hope to provide a comprehensive, interactive conference to assist you in your efforts to serve the needs of adult learners involved in your programs.

We are grateful to the Conference Planning Committee and to all those who generously will serve as session moderators. We are particularly indebted to those colleagues whose presentations appear in these proceedings for their willingness to share their work with us.

The proposals for presentations selected for this conference, "Entering the 90s: Reflections on the Past-Directions for the Future," demonstrate the range and depth of new ideas, insights and approaches occurring in the field of adult and external degree education. They reflect a developing maturity as a distinct field and a growing sense of confidence in our ability to work together over the next decade.

We see the conference as an important part of an on-going process that seeks to strengthen and enrich our mutual efforts to improve the quality of adult and external degree programs. Your participation and contribution to this process is very much appreciated. We look forward to your being with us at next year's ACE/Alliance Conference in Minneapolis.

Eugene Sullivan
American Council
on Education

James Harrington
President
The Alliance

CONFERENCE PLANNING COMMITTEE

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Adult learners, Distance Education, and Technology: It's the Future, But Can We Get There From Here ?

Kate Gulliver
Director of Learning Technologies
Regents College, USNY

Thomas Wright
Head of Institutional Research
Regents College, USNY

Abstract

Distance learning for adults, a tradition since the establishment of the first university correspondence programs in the mid nineteenth century, is changing and growing rapidly with the application of technologies such as video and computer.

In this session the presenters will describe how technological distance learning is being introduced into Regents College, the external degree college of The University of the State of New York, in a unique way. They will also present the results of a recent study of adult external degree and credit by examination students on their attitudes toward the use of technology-based learning, and relate those results to theories of adult learning and development.

Introduction

Regents College, originally known as the Regents External Degree Program, was one of the earliest non-traditional college programs for adults in the United States. Established in 1971, it was based in the assumption that the learner and the institution granting the credit or the degree do not need to be in the same location, and that learning can occur across distance (or, more accurately, wherever the learner is). As an external degree institution with a national student body and faculty, Regents College has been one of the few true distance learning institutions.It is unique, however, in that it is not a teaching college, focusing instead on the development of degree structures and the assessment and credentialing of college-level knowledge. It was one of the early practitioners of independent study, having grown out of the College Proficiency Examination Program begun in 1963.

In late 1986 the Regents College Board of Overseers recommmended that the College create an outside advisory body to assist it in integrating technological approaches to distance learning into its plans and programs. The resulting Task Force on Learning Technologies, comprising eight national leaders in distance education, quickly recognized that the unique, non-instructional nature and broad geographic scope of the College presented both some special challenges and some intriguing possibilities. They proposed that Regents College take upon itself the role of broker or catalyst between the providers and the consumers of distance

learning on the higher education level. This paper describes the ways in which the Regents College Office of Learning Technologies, with the support of the Task Force, has implemented that charge.

The Information Need

While the nearly 15,000 Regents College students nationwide are the primary audience for the learning technologies effort, the members of the Task Force were quite clear on the need to serve adult learners more broadly with information and resources in distance education. Since the Regents College student body could be assumed to be somewhat typical of this larger adult learner cohort, however, and since little was known about the actual perceptions, needs, and interests of this population in using technology for learning purposes, it was decided to survey a sample of Regents College students on this topic.

The Study

Conceptual Framework

The study employed a locally developed survey instrument designed around three factors central to understanding student's orientation toward technologically mediated learning options: access, receptivity, and desirability. Access relates to physical access to various technological media -- e.g., computers, VCRs -- as well as access potential, that is, family income, occupation, and future plans. Receptivity relates to the student's orientation to the

various technologies, including attitudes and previous experiences. Desirability relates to the content of the learning itself. Given access and receptivity, desirability reflects the subjects in which students are interested in taking technologically mediated courses.

The assumption is that all three factors must be satisfied before a student will opt to take a course or prepare for an examination through technologically mediated coursework.

Design and Sample

In the Fall of 1988, a survey instrument was sent to a stratified random sample of currently enrolled Regents College students and a simple random sample of ACT/PEP and Regents College Examinations exam takers.

In December, a second mailing was sent to all non-respondents to the first mailing. In January, a postcard reminder was mailed to all remaining non-respondents. Usable responses were received from 419 respondents for an overall response rate of 49% (adjusting for bad addresses).

Results

Student Characteristics

The respondents are fairly representative of the Regents College population: they are equally divided by sex; their median age is

35.3 years; the majority (86%) are employed full time; and they tend to be fairly affluent with a median family income of $37,500.

Access

Figure 1 depicts overall access to various technologies used for distance delivery of college-level courses. As can be seen, 87% report access to a VCR either at home, at work or at some other site. Similarly, 75% have access to public television (PBS), and better than a third have access to a personal computer with a modem.

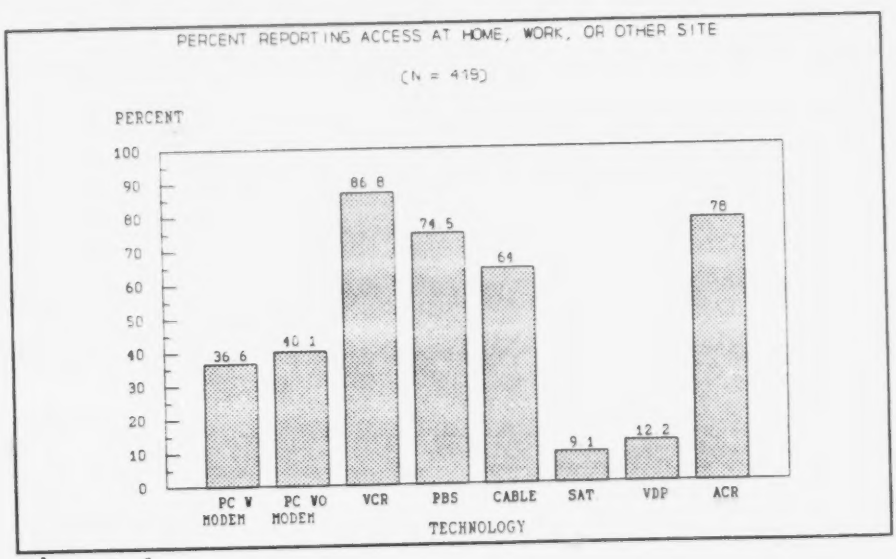

Figure 1

There was little variation by programs for access to VCRs and public television. On the other hand, access to a PC with modem varied greatly by program.

Program	% Access
Liberal Arts	27%
Nursing	19%
Business	53%
Technology	59%

Receptivity

Receptivity is measured by prior experiences with technologically mediated coursework and the likelihood that students would use any of the technologies to take a course or study for an exam.

Figure 2 depicts the percentage reporting that they used a particular technology for any educational purpose. As can be seen, VCRs and audio cassette recorders (ACRs) are the most frequently used technologies.

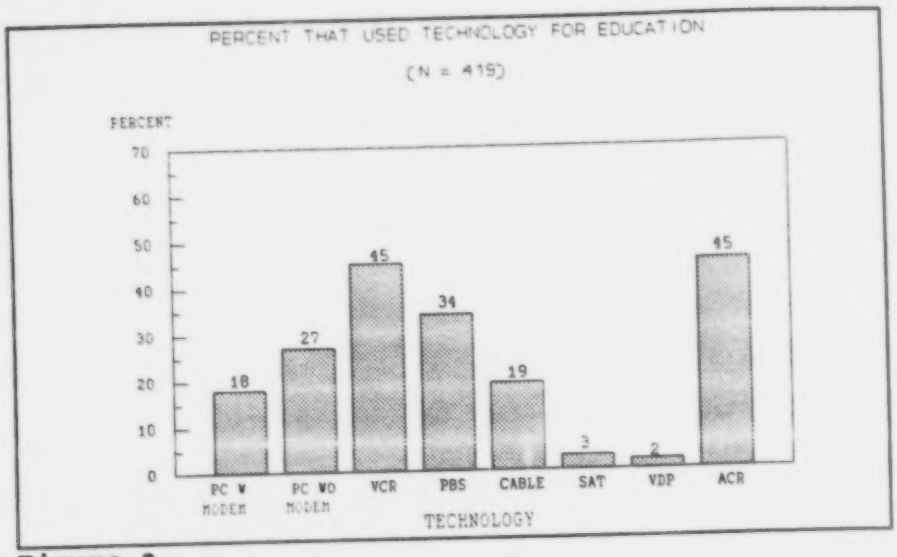

Figure 2

Of all degree program groups, nurses report the greatest use of VCRs for education.

Program	% Used
Nursing	56%
Liberal Arts	39%
Business	34%
Technology	29%

Figure 3 depicts the likelihood that students would use the technology for taking a college course or studying for an exam.

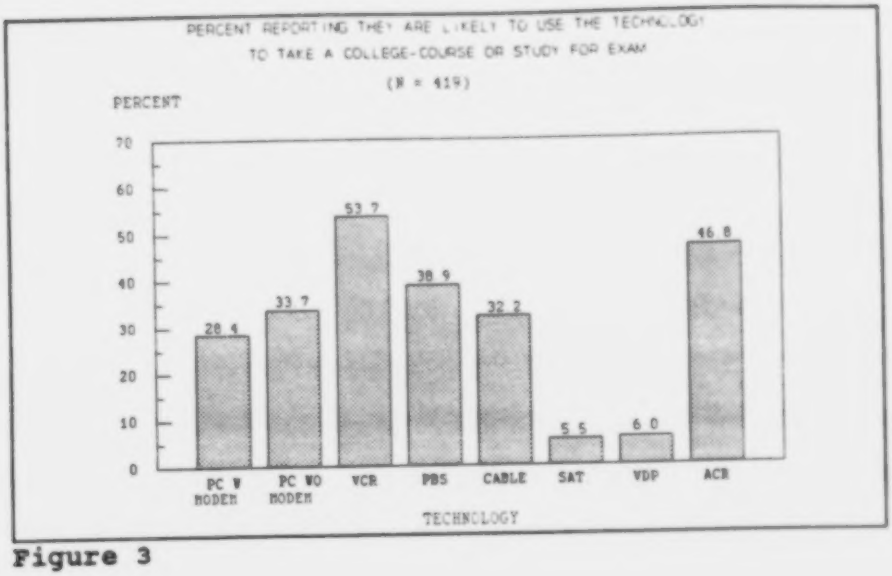

Figure 3

As can be seen, VCRs are the medium of choice -- nearly 60% of the nursing students report that they would be likely to use a VCR. Interestingly, nearly a third of all respondents report that they would be likely to use a PC with or without a modem. There are however, significant differences among programs; for example, 60% of technology students indicate that they would be likely to use a PC compared to 10% of nursing students.

Desirability

Given access and receptivity, students were asked to indicate what features of technologically delivered course work they found to be most attractive. The three most frequently mentioned were: flexibility (time scheduling), self-paced nature of the coursework,

and reasonable cost. Others frequently mentioned were reduced need to travel to a classroom, ability to review materials, and the fact that the course content might not be readily available elsewhere.

With regard to course content, not surprisingly the majority of students (75%) indicated that the most important reason to take a course would be to earn credit towards their degree. The most important subject areas indicated were: Nursing (21%), Computer Science (13%), and Math and Statistics (7%).

Other Aspects

When asked the question: " ... would you take a course ... that, in addition to reading texts and/or study guides, required you to ..." students responded as follows:

Listen to audio tapes	85%
View video tapes	91%
Use specific software	57%
Communicate with a modem	44%
Use interactive computer programs	50%
Use interactive Video Disk	23%
Pay the same as a traditional course	48%
Pay more than a traditional course	8%

The responses to the last two statements appear to reflect some price sensitivity, that is, students are less willing to take a

technologically delivered course if it cost as much as or more than a traditional college course, although about a quarter are "unsure".

When asked the question "Assuming you would be interested in a PC based course, how important would the following features be.

	% reporting essential
Fixed time period for completion	14%
Fit between technology and subject	37%
Lower cost than conventional course	28%
Easy assess to instructor	44%
Electronic mailbox	25%
Communication with other students	9%
A written text that parallels the course	51%

Perhaps the most surprising finding here is that adult learners do not place a high value on communicating with other students. The "loneliness of the long-distance learner" does not appear to be of much concern.

In addition to the three themes, the survey asked several questions related to the proposed database and allowed for open-ended comments of a general nature about the use of learning technologies and the proposed database.

The Database -

Figure 4 depicts the perceived usefulness of the national database of college-level courses offered through various technological media. Overall, 54% reported that the database would be "very useful". An additional 27% indicated that it would be "somewhat useful".

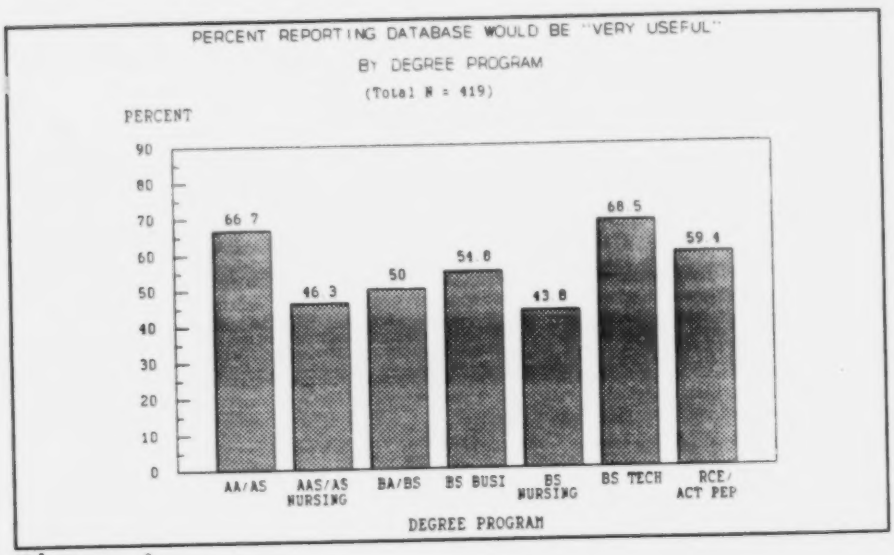

Figure 4

Between Group Comparisons

Sex - Women report less family income than men ($34k vs. $40k), largely because fewer are employed full-time (95% vs. 75%). Men report much greater (about double) access to PCs than do women -- since the technology students are virtually all male, and they

report the greatest access to PCs, these differences may be more reflective of field than of sex. Following from that, men have made greater use of PCs for education in the past, and report a much greater likelihood to use PCs to take a course or study for an exam in the future. On the other hand, women report greater use of cable TV (possibly reflecting nursing students' experience with the Hospital Satellite Network) and are slightly more likely to use various forms of video delivery in the future than are men.

More men reported that the proposed database would be "very useful" than did women (60% vs. 49%) and they are much more likely to use a PC with a modem to access the database. Men are also more willing to pay for the service than are women -- 31% of men reported that they would only be willing to access the database through an 800 number or mail, whereas 46% of the women so indicated.

Income - Comparisons between income groups (below $30k and above $30k annual family income) reveal that, not surprisingly, the higher income group reports substantially greater access to all the technologies with the notable exception of satellite TV. On the other hand, there appears to be little or no difference, with the exception of PCs with modems, in prior use of these technologies for educational purposes. Again, with the exception of a PC with modem, the groups are very similar in their reported likelihood to use these technologies for future educational purposes.

The higher income group reports slightly higher usefulness for the proposed database and are more likely to pay for that service.

Regents College Students vs ACT PEP/RCE Exam Takers - ACT PEP/RCE exam takers are younger than RCD students, report less family income, are more likely to be female, and are more likely to be full-time students. They report generally greater access to the technologies than do RCD students and they are also more likely to have used the technologies for education purposes. With regard to the future use of these technologies, the differences disappear, that is, both groups report a similar propensity to use them in the future. ACT PEP/RCE exam takers report slightly higher usefulness for the proposed database.

The Use of Survey Results

The findings of the study confirmed a widespread interest and need on the part of these adult learners in these types of distance learning opportunities. The "consumer" of technologically mediated distance learning, it could be assumed, is very real and eager to consume. On the other side of the equation are large numbers of "providers", both collegiate and non-collegiate, eager to make their products and experiences available to a waiting public. What was needed, therefore was an information that would allow consumers to find out what was available from providers and how to access it. From this simple, obvious conclusion grew an exciting new resource that, thanks in part to the support of the Annenberg/CPB Project,

will be available to distance learners nationwide in the relatively near future.

The Database

One of the first questions facing the Task Force and the staff was the scope of information that was both necessary and feasible to include. Nowhere is the evolution of the database concept more evident than in the answer to this key question. While it was recognized that information on actual distance course offerings would be most useful, initially everyone was skeptical about the feasibility of gathering, analyzing, and above all maintaining with currency and accuracy course information from a large number of institutions. A provider database, it was initially agreed, would be the practical alternative. Distance learners could find out from the database which institutions or organizations offer courses in the general fields of their interest, then contact each of those organizations to find out what, if anything, was actually offered at the moment in that field. The approach had its disadvantages, such as the risk that learners would lose interest in the kind of general information provided before taking the next step. However, on the grounds that it seemed the only feasible approach, work on the database proceeded on this basis for several months. In the process, staff began to see the futility of the approach, and to become convinced that the only adequate response to learner needs was a course database. They also began to see ways in which the task of information gathering and updating, heretofore thought

impossible, could be managed with a certain amount of committment and cooperation on the part of the providers. In the Spring of 1988, therefore, it was decided to build a database of detailed information on current course offerings, and to update its contents two, or possibly three times per year. Work on programming the database was begun by Donn Aiken, the Systems Manager for the Office of Learning Technologies, whose skills have been a major factor in the success of the project. The database prototype was completed in Spring, 1989, and is now known as DISTANCELEARN.

DISTANCELEARN

The DISTANCELEARN database employs an uncomplicated window system that enables users to easily tailor a search for courses suited to their individual needs, whether for particular subjects, technologies, or both. For example, if you would like to study psychology, like the idea of viewing course material on video, and have a home VCR, you can easily locate specific courses meeting these criteria. Since DISTANCELEARN has been designed as a resource for use by learners nationwide, most courses listed are available throughout the U.S. A few courses are available only across the state in which they originate; these can be located by including the user's state of residence in the search criteria.

The prototype of DISTANCELEARN containing about 150 courses is now being tested at two sites. A planning grant from the Annenberg/CPB Project will enable us to greatly expand the scope of the database,

and determine the most effective way to make it accessible to learners and at the same time self-supporting.

The Future

The database is envisioned as the first of several services Regents College will provide to distance learners and distance educators. As a broad framework for these new roles, the college plans to establish an Institute for Distance Learning. This new entity will be a part of The University of the State of New York but will have as its mission to provide leadership and service in distance higher education nationwide. It is too early to say with certainty what particular directions the Institute will take in fulfillment of this mission. We can safely assume, however, that it will break new ground in adult, nontraditional education as Regents College did at its inception nearly twenty years ago.

Minority Student Response to External Adult Degree Program Education

Nancy Gillett, Ph.D
Emma Sutphin, B.A.
Mary Baldwin College

Introduction

Historically external degree programs have not served large numbers of minority students by virtue of difficulty of access and expense, and, no doubt, a variety of other aspects as well. The opening of a regional office of the Mary Baldwin Adult Degree Program on the Southside Virgina Community College campus, three years ago, has led to a significant increase in the number of minority students served by the program.

Southside Virginia refers to the south central region of Virginia north of the North Carolina border. It is a rural area, economically somewhat depressed and sparsely populated, with a large minority population. The presence of the ADP in that area has made access to the program and to higher education easier for this population.

This study was undertaken to assess how well the Mary Baldwin Adult Degree Program is meeting the needs of its minority students and to determine, if possible, whether these students experience subtle racial barriers, or lack of understanding, within the program. At this point in time, it seemed appropriate to determine whether these students differ markedly from our students in other areas, and to assess how well we are meeting their needs. Are our outreach efforts sufficient? Are minority students more or less satisfied with the program than other students?

This study has two phases. A survey was conducted by questionnaires mailed to all Southside students, and selected students from other regions. The general survey is being followed up by personal interviews conducted by a minority graduate of the program, a sociology major with some experience in social research and considerable experience as a social service provider in the Southside region. It is our expectation that minority students will be more willing to discuss minority issues informally with someone from their own culture (racial and regional) with similar program experience and status. These follow up interviews will also enable us to gather data from students who did not return the mailed

questionnaire. The interview phase of the study is currently being conducted and is not yet complete.

Procedure

Questionnaires were mailed to all Southside students enrolled in the program in the spring of 1989, some of whom have since graduated. Questionnaires were also sent to all other black students in the other regions served by the program (Staunton, Charlottesville, Richmond, and Roanoke) and to an equal number of white students from each region, selected at random. Seventy-six questionnaires were distributed with an overall rate of return of 50 percent.

From the Southside region 17 questionnaires were returned (out of 34 mailed). One was discarded because there was no indication of race. The only questionnaires returned from the Charlottesville and Staunton areas were from white students and were omitted from the analysis. Students in the Richmond and Roanoke areas returned 15 questionnaires (30 mailed) and, again, one was unusable because an indication of race was omitted. A total of 30 questionnaires were analyzed with attention to both racial differences and urban rural comparisons.

Of the 30 students in the sample, 11 were black (6 from rural Southside, 5 from the more urban Richmond-Roanoke area) and 19 white, (10 from Southside, 9 from Richmond-Roanoke). In all 16 students were from Southside, and 14 from the Richmond-Roanoke area. There were 26 females and 4 males in the group (less than 20% of the entire ADP student body is male).

Subject's ages ranged from 23 to 53, median age 31. Nineteen are currently married, 11 single or divorced, 14 have children under 21. Twenty one of the 30 are employed full-time and their median salary falls in $20,000-$24,999 range. Twenty-two are enrolled with full-time status, 8 part-time. Most students were majoring in business administration, or combined majors which included business (12), or in psychology or sociology, or combinations thereof (13) . Reported grade point averages (GPA) ranged from 2.9 to 4.0 for white students, with a median GPA of 3.7. Four of the 11 black students were unable to report their GPA, in contrast, only one white students omitted that statistic. Of the GPA's reported by black students the range was from 3.0 to 3.7, median 3.3. The frequent question mark encountered in this space on the questionnaire may simply reflect that black students, as a group, pay less attention to this statistic, or it may represent an

avoidance of recognition of poorer achievement. It is difficult to interpret.

The questionnaire consisted of ten questions in multiple choice format. Students were asked to indicate their reasons for entering the Mary Baldwin Adult Degree Program, and their reasons for choosing this program rather than another college. They were asked to select the features of the program most important to them personally, and to select from a list of possible academic difficulties the ones significant for them. Four items concerned evaluation of program functions: advising, tutorials, curriculum, and more general aspects of the program.

Students were also asked whether they had been treated fairly by advisors, tutors, and other ADP personnel. If the answer was no, respondents were asked to give a brief description of a specific incident of unfair treatment.

The last question asked students to indicate how satisfied they were at this point with the ADP in general on a 5 point rating scale, 5 indicating very satisfied, 3 neutral, and 1 very unhappy.

The remaining items were demographic in nature.

Results

Caution must be exercised in interpreting the results of the survey since the number of respondents was small. The results do reveal some interesting trends which are consistent with the informal observations of program advisors.

The most frequently given reasons for the decision to enter the ADP were self-fulfillment, chosen by 53 percent of all respondents, followed by the satisfaction of completing something previously unfinished (43%), and to increase earning power (40%). There were interesting differences on this question by both minority status and region. The satisfaction of completing something unfinished was the most frequent consideration cited by black students (55% vs 37% for white). There was also an interesting regional difference on this question. Self-fulfillment was the most often selected reason for entering the program in the Roanoke-Richmond areas, chosen by a surprising 79 percent of those students, whereas the corresponding percentage in Southside was 31 percent. In Southside the most compelling reason for program entrance was to increase earning power, chosen by 50 percent of that population, compared to 29

percent of students from the urban and more economically prosperous areas.

The reasons chosen more frequently for selecting the Mary Baldwin ADP, rather than some other college program, included the ability to combine college study with full time employment (60%), the opportunity to study independently (47%), and flexibility of course requirements (40%). The ability to combine work and study was most important to minority students (91% vs 42%), and flexibility of learning options was not indicated as especially important to them (27% vs 47%). There was a regional difference as well. The opportunity to study independently was chosen more frequently by the Richmond-Roanoke group (57%) and was less important in Southside (38%).

The features of the program chosen more often as important to students were flexibility of scheduling (60%), variety of learning options (53%), and the independent major option (37%). Individual advising was an important feature in the Richmond-Roanoke area (57%) but not often regarded as important to the selection process in Southside (6%). This, undoubtedly, reflects the less frequent access to advisement in the Southside area where there is only one advisor serving several locations and students are widely dispersed. More than other regions, Southside students valued the availability of specific majors (50% vs 14%). The variety of learning options was more important to minority students (73% vs 42%) as was individual advising (45% vs. 21%). This was especially so for the black students in the Richmond-Roanoke area. Eighty percent of these students selected this feature as important to them.

Academic problems mentioned more frequently by all students were organizing time (67%), and meeting deadlines (63%). These problems cut across both race and region. Considering the high number of students who are employed full-time and maintain full -time student status, this is hardly surprising.

On the whole, students expressed considerable satisfaction with various program functions. Eighty percent indicated that advising was adequate, and this held true for Southside students, even though advising did not figure in their choice of the ADP. Black students indicated the most concern over lack of adequate academic guidance (27%). No white students indicated this was a problem. Overall 60 percent of the respondents expressed satisfaction with tutorials. Similar numbers indicated that curriculum requirements seemed worthwhile (53%) and that the program works well overall (57%).

Minority students, however, were considerably less happy with tutorials than whites (45% vs 64%). Forty-five percent of black students complained that tutorials required too much reading and writing, for whites these figures were 0 percent and 21 percent respectively. Black students also seemed less than enchanted with curriculum requirements; only 27 percent felt the requirements were worthwhile against 68 percent for whites. There was a regional discrepancy here as well. Southside students were less satisfied with these requirements (44%) than those from Richmond-Roanoke (64%). The most frequently indicated complaint about curriculum requirements overall concerned the pressure created by the senior project requirement (33%); 23 percent indicated that too many liberal arts courses were required. This percentage was higher for blacks (36%) than for whites (16%).

Interestingly, in spite of these concerns, slightly more minority students (64%) than white (53%) felt that the ADP works well overall, as did Southside students (65%) compared to the Richmond-Roanoke group (43%).

The question about fair treatment was included in an attempt to ferret out any perceived racial unfairness. No incidents of racially connected unfairness were reported. Five incidents of unfair treatment were cited, only one from a black student. These complaints were of isolated incidents involving specific tutors and cited slowness in returning work, unfair grading, or inadequate course content (n=3). Other unfairnesses cited (n=2) were slowness of the financial aid office in getting loan money to a student and a complaint that an advisor was frequently absent from her office for more than 24 hours at a time.

Respondents, as a whole, expressed satisfaction with the ADP, and indications are that as a group minority students are successful in the program. Thirty-three percent indicated that they were very satisfied with the program and 53 percent moderately satisfied, 10 percent marked neutral, and one person (3%) indicated moderate unhappiness. Regionally, Southsiders displayed greater satisfaction with the program (56% very satisfied, 38% moderatly so) than the more urban group (7% indicating high satisfaction, 71% moderate). This descrepancy may reflect higher expectations on the part of urban residents. We do not yet know whether these levels of satisfaction are shared by the students who failed to return questionnaires. The follow-up interviews now in progress in Southside should help determine whether a systematic response bias exists.

Overall, 11 students accepted the invitation for written comments Four of these were by black students, of which 3 were positive in tone and the 4th non-evaluative. Comments by white students included 3 positive and 4 negative comments. Negative comments were made about transcript procedures, tuition structure, frustration over the business senior project, and advisor availability (1 each).

Conclusions

The results of the questionnaire survey reveal no evidence of perceived racial discrimination. There were, however, both racial and regional differences in response patterns. Effects of minority status and regional location may be intertwined. On several items black students and Southside students responded in similar ways. Economic considerations, including the availability of specific career related major programs, were more important to these groups, and self-fulfillment and the independent options were less important. These students seemed prone to sacrifice individual choice for economic benefit, suggesting a somewhat harsher economic reality.

The contrast of emphasis on economic concerns compared to interest in self-fulfillment is exemplified by the following quotations, one from a black Southside student, and the other from a white Roanoke-Richmond student.

> Mary Baldwin has enabled me to complete my college education without quitting my job. Advisor has been extremely helpful. The library staff and definitely the financial aid office were terrific.

> The ADP has allowed and encouraged me to seek, to explore, and to find an exciting future. It has afforded me the opportunity to consider and work toward ambitious life goals. Thanks - all of you!

Overall, the Mary Baldwin Adult Degree program appears to be serving minority students well. They express considerable satisfaction with the program, in spite of occasional problems related to difficulty in meeting the increased academic expectations of independent study, and a desire for more academic guidance. Both these concerns may reflect a relative lack in previous educational experience. More creative ways to provide better academic support for these students need to be developed.

Perhaps a more limited exposure to cultural events, as well as a

vision narrowed by a focus on economic benefit, explains the lesser acceptance of liberal arts curriculum requirements by black students and students from the Southside region. We might explore ways to make these requirements more meaningful to these groups. No incidents of racial discrimination emerged from this phase of the study. The follow up interviews now in progress will provide more data related to this issue.

The results of this phase of the study confirm other programmatic evidence that minority students do experience success in the Mary Baldwin Adult Degree Program. Their academic performance is satisfactory, and the May 1989 graduating class contained six black students, three from Southside, two from Roanoke. This number should increase in future classes. The study indicates that there there is a need for increased academic support for some minority students, but, as a group, they express high levels of satisfaction with the program.

METHODS IN PROJECT DEVELOPMENT; APPLICATIONS OF COLLABORATIVE LEARNING TECHNIQUE AND WRITING THEORY TO RESEARCH PROJECTS OF ADULT STUDENTS

Sue Fishman, Advisor, Ed Bunnell, Professor, Penny McNees, Graduate
University of South Alabama.

I. The Program

The Personalized Study Program for Adults, an interdisciplinary degree program, began in March, 1981, at the University of South Alabama with an entering class of eleven. Since that time, the program has grown enormously. We now have approximately three hundred fifty active students and are graduating more than forty majors each year.

The program is structured to include a fairly traditional liberal arts base that forms the foundation for an individualized 80 quarter hour minimum Area of Concentration, which represents each student's focus of study. The Area of Concentration includes at least three "core disciplines", each represented by a minimum of 16 quarter hours (usually 4 courses), 8 of which must be upper division hours, relevant support courses, and a senior project which may be taken for 4 or 8 quarter hours credit, depending on its scope. The project should demonstrate the interrelation of the three disciplines, i.e., the value of an interdisciplinary approach to the investigation of a particular phenomenon, the solution of a problem, or the creation of a process or product. Perhaps it can best be understood through an example.

Miller Simmons, a recent graduate of PSPA combined the disciplines of biology, communication arts and business management for

an Area of Concentration entitled "Environmental Administration". His senior project, "Preliminary Comparison of Landfill, RDF, Mass Burn and Source Separation to Dispose of Municipal Solid Waste," was an investigation of the most effective means of waste disposal for Chickasaw, Alabama, a small municipality in Mobile County. Miller combined his experience as an employee at Reynolds Aluminum Recyclying Company with the knowledge and skills derived from his three core disciplines to develop a waste disposal model and public relations campaign to support it. A professor of civil engineering, who also happens to be a confirmed environmentalist, served as his faculty advisor.

As you can see, the senior project is truly the centerpiece of our degree program. For the first five years of the PSPA's operation, each student, working under the supervision of a University faculty member, was solely responsible for planning, implementing, and providing written documentation of a project relevant to his/her individual curriculum. Topics ranged from a survey of PSPA students, to the design of an emergency helicopter rescue service for a local hospital, to traditional research papers in the humanities and social sciences. The assumption at that time was a fairly traditional one: upper-level students should be able to design and complete research papers independently.

Some students were wildly successful in their efforts; others were confused and a bit overwhelmed by the magnitude of the task and required a great deal of personal attention in the formulation of topic and research design. Project advisors, who were selected by students from the entire University faculty, were sometimes reluctant to undertake such a large responsibility for a relatively

modest remuneration. While the program was small, it was possible for PSPA staff to compensate, but as the program grew and the number of senior projects increased to more than thirty a year, it became apparent that some type of group preparation for the senior project was necessary.

At this same time, serious research in teaching writing was going on across the country. The nation's schools were in the throes of the "literacy crisis"; business and higher education were lamenting the poor writing skills of high school and college graduates. It had become obvious that all students needed writing instruction in addition to what they were receiving in English classes. Adult students, in particular, often lacked the confidence and background necessary to complete an independent writing project even though their motivation was strong. Therefore, we developed "Methods in Project Development", a course to guide students through the initial process of project design.

II. The Course

The task was a challenging one since the personalized nature of the program meant that the students would be proposing projects in a variety of subject areas ranging from the humanities to technical , the health professions, computer science and emergency management. In order to proceed, the teaching team identified some basic course objectives:

to assist the students in selecting a topic for their research;

to assist the students in developing the proper method of research;

to assist the students in writing a three to five page research project proposal with a bibliography, time plan and other required appendices;

and finally, to assist the students in selecting a faculty advisor to guide them through their senior projects.

Students would be encouraged to take the course at least one or two quarters before they planned to register for their project. This would give them an opportunity to take any additional research or other courses that they might need, and to actually begin their research prior to enrolling in the course.

Another problem was the selection of the text. Finally The Modern Researcher by Barzun and Graff was selected because it was felt that every research project had a historical component, and also because of the strong section on report writing. In addition, Writing Research by Lester was added to assist in writing both the proposal and later the project itself. Also, many handouts on various aspects of research and writing were selected to be distributed as the class progressed. The format was set as a three hour and forty minute class to meet once a week over a ten-week quarter.

The classes are arranged so that the first part covers theoretical material on research methodologies and writing theories. The methods include discussion on the texts and handouts as well as guest lecturers, including students that have successfully completed senior projects, and faculty experts in research methodologies that match the interests of the class.

The last section of each class involves workshopping the five written assignments. The class is divided into groups with similar

interests. The students are introduced to the following writing workshop guidelines:

1. Identify the strengths of the piece of writing. What do you remember best, like, identify with, wish you had said?
2. Explore possible improvements in content. What needs to be developed more fully, more clearly explained or defined? Are there sufficient examples?
3. Suggest modifications, as necessary, in presentation. Is the language appropriate to the audience for the piece? Is the organization clear and effective?

As the student progresses through the course and learns to apply these guidelines, the results are gratifying. The group process assists each student in selecting and focusing on his/her topic, selecting proper methodology and writing the proposal.

The following are the writing assignments:

1. Rewrite the rationale for your area of concentration and your educational objectives, mentioning/discussing a possible topic for your project.
2. Write a description of your senior project.
3. Describe the methodology you plan to use to complete your senior project.
4. Write a rough 3-5 page proposal of your senior project.
5. Write a final draft of your proposal for your senior project with cover sheet, bibliography, time plan and other appendices.

Both instructors read each assignment and respond with written comments. Also, the students receive a letter grade on each writ-

ing assignment except assignment number three. Of course assignment five is the most important in determining the final grade. The original plan was that if the two instructors did not agree upon the grade, a third reader would be included in the process. Actually, the instructors were in such close agreement that this was unnecessary. In fact, the course has been taught by only one instructor very effectively.

Aside from selecting the research subject itself, the two most common problems are narrowing the focus of the project and assisting the student in eliminating unnecessary jargon and technical language from the proposal. Dr. Bunnell constantly insists that a good proposal must be "useful, interesting and doable". Ms. Silverthorn emphasizes that it should be written in simple but correct and precise English with as few technical terms as possible. These may be necessary in the project itself, but plain English characterizes good writing.

"Methods in Project Development" has proved successful beyond expectations. The students who complete the course are much more confident of their ability to succeed with their senior projects. Faculty advisers have a much better understanding of the student's objectives and are more willing to accept the responsibility of directing the projects for the small stipend that they are paid. Finally, the overall quality of the senior projects has improved. Most students state that this course, APS 390, and the project itself, APS 430, comprise the most significant learning experience of their college careers.

Furthermore, the students often receive tangible rewards for their projects. Some have enabled the student to change careers or

secure promotions. A graduate last Spring was given a promotion and a $10,000 raise in salary because of her project. While few have received such dramatic rewards, virtually all have profited as the result of these two learning experiences.

III. The Project

I entered the Personalized Study Program for Adults at the age of forty, after reading a brochure entitled "Over 22 and Still No Degree?" It was a huge step for someone who had spent the previous fourteen years having babies and raising four children to school age, and it put a whole new meaning on the phrase, "Life begins at forty!" I had no idea what courses to take or what field to concentrate in. All I knew was that I wanted a degree, preferably a Bachelor of Science degree, and I was very determined to fulfill that life-long dream.

I began by pursuing my very diverse interests, all the time keeping an eye on the requirements of the program: six social sciences, six humanities, six natural sciences and three communications. I soon found I was interested in everything, and spent two years avoiding the declaration of my area of concentration.

It was about this time that the first "door" opened on the road to what was to become my life's work. My biology lab partner was raped, and she turned to me for consolation. I called the Rape Crises Center, took their training workshop, and became a rape crises volunteer counselor--a position I retained for the next three years. This led to my taking more psychology courses and social psychology courses--including a directed studies course called "Family Violence". At the same time I began the creative

writing series of six courses and finally concluded that my area of concentration would include four fields: sociology, psychology, biology and creative writing.

It soon became apparent that my interests lay in people--how they were constituted physically, mentally, spiritually--what I could do to help make the world a better place to live in. Consequently, the descriptive title of my area of concentration became "Human Services Development". It was at this point that I entered the Methods In Project Development course. All I had left to do to complete my degree requirements was my senior project and I had no idea what to do!

Unlike a lot of the students in college today, I began my college career with very strong writing skills (the result of being educated in Ontario, Canada, where the only answer is an essay answer and multiple choice is no choice at all). As a result, the media-assisted, independent studies courses, which had a strong writing component to them, appealed to me. Also, I had become very familiar with the group writing workshop style of teaching in my creative writing courses, so I knew I would be comfortable with the format of APS 390. My problem was to find a topic relevant to four different disciplines and sufficiently focused to become a viable senior project.

We began the course by breaking into groups based on similar areas of concentration. We then proceeded to brainstorm to help each other become more focused on topics that might make good senior projects. Each week a writing assignment was brought to the class to be critiqued in a positive, constructive way by fellow classmates in the writing workshop style. Work was then begun on

the project proposal which was written and rewritten and read and reread by the team of teachers in charge of the class. Outside faculty representing the various disciplines were brought in to speak on different methodologies. Library research methods and computer searches were discussed. Finally, my proposal was ready, and my project "Child Advocacy: Today's Answer to Child Abuse Prevention-- A Sociological, Psychological and Biological Perspective" was ready to be begun. The Methods course had proven to be invaluable in not only getting me focused on my subject, but in actually getting me started on the project. The light at the end of the tunnel was in sight! Graduation was around the corner.

Selection of a faculty advisor was made by presenting my proposal to a favorite professor in the sociology department--one that I knew would serve as a pivot point or anchor and would give me plenty of room to work on my own. He was wonderful at being there when I had questions, but at the same time he allowed the project to be mine, and did not impose his ideas or his way of doing things on me.

My community contacts were also invaluable in helping me complete the project. I "wormed" my way into special committee meetings, attended monthly board of director's meetings of the Child Advocacy Center, and attended workshops and a national symposia on child sexual abuse. I visited the National Children's Advocacy Center in Huntsville and took photographs of the interior to augment my project. When the project was complete, I knew everything there was to know about starting a child advocacy center in my area, and I had recorded the procedures in the applications

section of my project.

The impact of my senior project is still being felt in my life. I turned my senior project in on a Tuesday, and the next morning at the board of directors meeting held at the newly purchased (but very old and in need of repairs) Child Advocacy Center in Mobile, I was handed the keys to the building by the president Judge Mike McMaken, after having volunteered to "man" the building in order to keep the place insured. One year and two months later the Center held its Open House.

While I am no longer with the Child Advocacy Center, my reputation follows me. (I continue to do a lot of speaking to civic organizations and college classes on child abuse.) It got me my present job as Program Coordinator of the Mobile College Oakdale Children's Center, as well as my previous job as Vocational Coordinator of the Child Care Working Training Program. I am known for being able to start up a program from scratch or pick up the pieces of a program and get it going again. Best of all, my project has led me to graduate school, and I am presently working toward a master's in marriage and family counseling, with a goal of counseling families of sexually abused children. At long last I am focused!

Over 135 copies of my project have been given to interested people. It is now available nationally through the ERIC/CAPS Clearinghouse and accepted for inclusion in the APR89 issue of RIE (Resources in Education) (ED 300735).

Quality Assurance in Alternative Graduate Education

by

J. Bruce Francis, Ph.D.
Walden University
415 First Avenue North
Minneapolis, MN
(612) 338-7224

INTRODUCTION

Current demographic projections of increasing age and professionalization in the population of the United States suggest that the decade of the 90's is likely to bring substantial growth and popularity to adult and external degree programs. A similar projection was made almost a decade ago based on statistics already available in the mid 70's (Cross, 1981, p.3), and current developments seem likely to make the earlier forecast seem conservative. As adult learning programs become more widespread, more diverse, and more important for socioeconomic development, the need for fuller understanding of them becomes more insistent.

A continuing concern upon which the growth of adult learning and external degree programs depends is that of quality assurance, the policies and procedures by which we certify to our internal and external constituencies that we meet and uphold academic standards appropriate to higher education institutions. Without the credibility which comes from such quality assurance, adult and continuing education programs will continue to have difficulty in being accepted by traditionalists. This is particularly true of those which offer graduate degrees in domains long reserved to traditional programs.

Because of their relatively precarious position in the hierarchy of acceptance, alternative graduate programs for adults and particularly those which employ alternative delivery systems, have concentrated special effort on developing systems of quality control. As a result, methods and techniques of quality assurance have developed among such programs which may well go beyond those of traditional graduate education in clarity, fairness, and effectiveness. The purpose of this paper is to describe one such approach to quality assurance at the graduate level, and to use the approach to illustrate principles which other alternative programs may adapt to their own needs.

Quality assurance for alternative graduate institutions rests upon five major principles:

1. The institution should establish clear and publicly available criteria and standards for student work.

2. The institution should assign responsibility for evaluations and decisions about student work to appropriately qualified persons.

3. The institution should develop systematic procedures for collecting and evaluating evidence of student performance on institutional requirements.

4. The institution should maintain and monitor comprehensive records of student progress.

5. The institution should carry out regular review of the way criteria and standards are met, and of the efficiency and effectiveness of procedures.

Each institution will apply these principles in its own unique way to bring about and maintain standards of excellence appropriate to its mission.

WALDEN UNIVERSITY: A CASE IN POINT

Walden University, a national institution based in Minnesota, serves adult professionals who are deserving of doctoral study but for whom opportunities on a doctoral level are limited. Its academic programs are designed to meet the needs of adult learners seeking graduate study related to their profession; and to do so in a context that enabled them to continue full-time professional activity. A description of the structure and requirements of the program appears as Appendix A.

Walden's academic program encourages self-directed learning and uses demonstrated knowledge as the basis for awarding credit. Walden is committed to the principle that primary responsibility for academic evaluation of student work rests on the judgment of qualified faculty, applying standards of performance common to those of traditional graduate education. Our systems seek to buttress that judgment by establishing clear and common criteria, known to students in advance, upon which faculty will make their judgments. We also maintain detailed records of the bases for faculty judgment. These are

available to students and are reviewed by appropriate academic authorities in order to assure both fairness to students and the development of common interpretation of institutional criteria.

Principle # 1. The institution should establish clear and publicly available criteria and standards for student work.

Students are evaluated for the breadth, depth, and application of their knowledge through a series of study plans and assessments, called Knowledge Area Modules. Criteria and standards for the demonstration of breadth, depth, and application of knowledge have been explicitly defined and are included in a Student Handbook given to all students. Appendix B is an excerpt from the Student Handbook which presents the criteria used as the basis of Knowledge Area Module (KAM) assessments.

Like other traditional research institutions, the final phase of study for Walden Ph.D. students involves the design and execution of a research study and a dissertation describing it. Walden encourages flexible but rigorous research design, and expects its students to possess knowledge of and ability to design research and the ability to interpret the findings of the research both orally and in writing. Criteria for evaluation of the dissertation cover ten different evaluative dimensions, including:

1. Writing style and composition.
2. Organization and form.

3. Knowledge and use of related literature.
4. Research design.
5. Methodology.
6. Hypotheses or research questions.
7. Use of research tools.
8. Depth of analysis of findings.
9. Conclusions and recommendations.
10. Contribution of new knowledge and change in the profession.

Appendix B includes the official form used by faculty to record their evaluations and decisions regarding student performance on the dissertation. The form specifies the criteria by which each dimension of the dissertation is to be evaluated. A copy of the dissertation form is included in the Student Handbook so that students know in advance the evaluation dimensions, criteria, and standards by which their work will be judged.

Principle #2. The institution should assign responsibility for evaluations and decisions about student work to appropriately qualified persons;

Student learning is evaluated by the following faculty and administrative personnel:

Faculty Advisor - a member of the Walden faculty in the student's assigned track who serves as overall mentor, broker of learning resources, assessor of Knowledge Area Modules and chair of the dissertation/project committee.

Assessor - a member of the Walden faculty or an outside expert selected to evaluate the demonstrations of student knowledge in Advanced Specialization Knowledge Area Modules. While students may ask the same assessor to review more than one KAM, each student must have at least three different assessors across the seven KAMS.

Faculty Reader - a member of the Walden faculty assigned by the Dean to serve as an additional evaluator for the proposal and dissertation. The Faculty Reader focuses on the subject matter of the student's profession, the general adequacy of the research design, and Walden standards of doctoral quality.

External Consultant/Examiner (ECE) - an outside expert selected on the basis of knowledge in the subject matter of the dissertation or doctoral project to review the proposal, provide consultative guidance in the professional area, and evaluate the final product. The student and the Faculty Advisor collaborate on the selection of the External Consultant/Examiner.

In addition to the faculty evaluators of student work, two administrators serve in monitoring and ratification roles:

Dean for Academic Affairs - provides a review of all student work to assure that it fulfills appropriate institutional criteria and meets common standards of doctoral performance.

Vice President for Academic Affairs - makes final decisions regarding attainment of academic standards and qualifications for completion of programs.

Careful attention is paid in selecting and assigning faculty to review student work to insure that evaluations are made persons qualified both in the content of the student's work and in its effective expression.

Principle #3. The institution should develop systematic procedures for collecting and evaluating evidence of student performance on institutional requirements.

All student work is submitted first to the faculty member who is charged with assessing it. The assessor provides formative feedback to the student who then revises the work until it meets the appropriate criteria. Thereupon the faculty member fills out a formal assessment form and submits it along with the student's work to the Office of Academic Affairs. The Academic Dean then reviews the student's work and the faculty members assessment in the light of the same criteria but with a slightly different emphasis. The Dean does not review the content as the faculty member would, but rather makes a judgment regarding the general quality of the student's knowledge demonstration in the light of common institutional expectations. If the Dean is unable to ratify the student's work, it is returned to the faculty assessor with suggestions for further revision.

When the student's knowledge demonstration has been both approved and ratified, both the work itself and the evaluations by all faculty are added to the student's permanent file. Thus the institution maintains full files of all student work as the student progresses through the program, and records of all evaluations of that work. These materials are available as direct evidence of the demonstration of knowledge upon which the award of credit and the eventual degree are based. In maintaining such complete records on students, Walden is

taking on a major administrative responsibility in order to be able to provide specific information about the performance of its graduates and the rigor of its programs. As more and more emphasis is placed upon outcomes as indicators of institutional quality, this maintenance of actual student products may become more widespread among institutions. One problem yet to be faced is the problem of space utilization as the files grow more and more voluminous. Technological solutions such as microfilm and CD-ROM storage may resolve the difficulty once they become cost-effective.

Principle #4. The institution should maintain and monitor comprehensive records of student progress.

Theories of adult learning place great premium on the initiative and self-motivation of students. What is not always so clearly understood is that adult learners, particularly those engaged in full-time pursuit of their profession, may often be distracted from their academic work by the press of day-to-day activities. In addition, if they are engaged in distance learning, it can happen that they become isolated in their work and may not have an easy way to gain access to the support systems which a campus might more readily afford them. The consequences of such distraction and isolation may interfere with an adult learner's progress and may even lead to drop-out.

It is therefore particularly necessary for an institution with an alternative delivery system to develop extraordinary means for keeping track of how its adult learners are progressing.

The Walden Tracking System uses both manual and computer means to record, monitor, and analyze the progress of each student through the program. A record is kept for each student of the dates on which each program milestone is reached. Every two weeks, a Status Summary Report is generated and reviewed by the Dean. This review enables the Dean to discover:

1. Instances of students who do not show sufficient progress,
2. Instances of process problems such as failure to follow procedures, self-processing, not following proper academic sequence, or inordinate delays in communication.

A special computer program analyzes the tracking record for each student and compares that student's progress with fifteen criteria which have been established as appropriate for normal progress through the program. The computer flags instances of discrepancy from those criteria and compiles a weighted problem score for each student. These weighted scores generate a list and a descriptive summary for each student which is reviewed by the Dean.

Formal written Progress Reports are required each term from both student and advisor. The Student Report asks the student to describe his or her activities during that month, to indicate what progress has been made, and to specify any problems for which assistance is needed. The Faculty Report asks the faculty advisor to evaluate the progress of the student during the past term and to alert the Dean to any problems for which the faculty advisor might be seeking assistance. The Dean reviews the reports, checking particularly for

discrepancies between the student's evaluation of progress and the faculty advisor's evaluation. Reports will trigger a letter of encouragement or a phone call from the Dean depending upon what the student needs.

The entire system is labor-intensive, but is believed to be a major factor in anticipating and pre-empting academic problems, in helping students maintain high levels of motivation, and in addressing some of the causes of student drop-out.

Principle #5. The institution should carry out regular review of the way criteria and standards are met, and of the efficiency and effectiveness of procedures.

Figure 1 gives a brief overview of the structure of Walden's quality control system, indicating the dimensions that receive continual review, and the persons responsible for it.

As part of our institutional research function, periodic reviews are made of: (a) the quality of service to students (b) the adequacy and applicability of academic procedures through regular review and revision of handbooks and procedure manuals, and (c) the collection and review of comparative faculty judgments about dissertation quality.

A highly valuable form of quality assurance for alternative institutions is an accreditation self-study, in which all major dimensions of the institution are evaluated in anticipation of a site visit by an accrediting agency. As part of such a self study, we have found an external

audit in which outside consultants visit and review the institution's preparedness to be of significant value. In the past three years, Walden has undergone the following reviews:

1986 Self-Study to prepare for Candidacy Site Visit

1986 Audit Visit by three external experts to prepare for Candidacy Site Visit

1986 Candidacy Site Visit from the North Central Association of Colleges and Schools (led to the award of Candidacy for Accreditation in 1987)

1988 Self Study to prepare for Accreditation Site Visit

1989 Audit visit by three external experts to prepare for Accreditation Site Visit

1989 Site Visit from the North Central Association (the visiting team has recommended that Walden be awarded initial accreditation. Their recommendation will be reviewed by a Review Committee in January, 1990.)

The internal and external reviews we have undergone of every phase of the institution have, we believe, strengthened us, made us more aware of the benefits as well as the difficulties of self-assessment, and have increased our commitment to attaining and maintaining the quality assurance we believe all alternative institutions need.

Conclusion

The application of these principles offers an alternative institution the means to address issues of quality assurance even in a context of great diversity. Each institution will find its own unique way of developing and applying these principles, but all can find in them a

common ground that will lead to a deserved acceptance into the mainstream of higher education.

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Figure 1

Quality Control Structure of the Walden Program

	Location of Criteria, Standards & Evaluation Procedures	Location of Record-Keeping Procedures	Person(s) Charged with Oversight	Location of Records	Reviewed by
• ADMISSION	Policies in Catalog Procedures in Academic Procedures Manual & Faculty Handbook	Academic Procedures Manual	Core Faculty & Dean for Academic Affairs	OAA-MN PC-FL	VPAA
• PROGRAM REQUIREMENTS					
Dispersed Residency	Policy in Catalog Details in: Student Handbook & Faculty Handbook	Academic Procedures Manual	Faculty & Dean for Academic Affairs	OAA-MN	Dean for Academic Affairs, VPAA
Professional Development Plan	Student Handbook & Faculty Handbook	Academic Procedures Manual	Faculty & Dean for Academic Affairs	OAA-MN	Dean for Academic Affairs, VPAA
Knowledge Area Module	Student Handbook & Faculty Handbook	Academic Procedures Manual	Faculty & Dean for Academic Affairs	OAA-MN	Dean for Academic Affairs, VPAA
Dissertation	Student Handbook & Faculty Handbook	Academic Procedures Manual	Doctoral Committee	OAA-MN PC-FL	Dean for Academic Affairs, VPAA
• PROGRAM COMPLETION					
Validation	Student Handbook & Faculty Handbook	Academic & Financial Procedures Manuals	Dean for Academic Affairs, VPAA, Comptroller & President	OAA-MN PC-FL	Dean for Academic Affairs, VPAA, President
Diploma	Academic & Financial Procedures Manuals	Academic & Financial Procedures Manuals	VPAA & President	OAA-MN	President

Abbreviations used in this figure:

OAA-MN = Office of Academic Affairs; Minneapolis, Minnesota
PC-FL = Process Center; Naples, Florida
VPAA = Vice President for Academic Affairs

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APPENDIX A

DESCRIPTION OF WALDEN PROGRAM

WALDEN UNIVERSITY

Walden University is a free-standing doctoral institution with its Main Office in Minneapolis. It is registered by the Minnesota Higher Education Coordinating Board, and in 1987 was awarded Candidacy for Accreditation status by the North Central Association of Colleges and Schools.

Walden offers the Doctor of Philosophy and the the Doctor of Education degrees The Ph.D. is offered in the multidisciplinary tracks of :

Administration/Management - a cognitive area focusing on the concepts and skills necessary to foster and guide the survival, growth and development of goal-directed organizations and institutions. Students who select the track are primarily from government, business, and public agencies. The content spans information, communication, needs analysis, organizational design, leadership, problem-solving, and decision-making. The associated disciplines and fields which inform the area include the social and political sciences, economics, human resource management, and information science.

Education - a cognitive area focusing on the concepts and skills necessary for transmitting knowledge to individuals and groups. Students who select the track are primarily teachers and curriculum designers in schools, colleges, public agencies, and businesses. The content spans learning theory, techniques of

educational design and delivery, and the processes of educational planning and evaluation. Associated disciplines and fields include the social and behavioral sciences, communications, and education.

Human Services - a cognitive area focusing on the concepts and skills necessary to improving the human condition through planned interventions in the psychological and social problems of individuals and groups in society. Students assigned to this track are typically professionals in public and private agencies providing psychological and social services to individuals and families. The content spans psychology, social work, community organization, and social planning.

Health Services - a cognitive area focusing on the concepts and skills necessary for the protection of health and for the planning, development,and delivery of health care to individuals and groups. Students assigned to this track are typically professionals in nursing, health planning, medical technology, and epidemiology. Content spans health care systems and techniques, care and prevention of disease including etiology, treatment and prevention, concepts of wellness, and the delivery of health services.

Admission to the Walden doctoral program is based upon a careful review of each candidate's potential to complete the program successfully. Analysis of an individual portfolio is made by faculty to appraise each applicant's background and potential.

Admission is typically granted to applicants who have the Master's degree or its equivalent and three or more years of professional experience. Applicants who appear to demonstrate readiness to begin doctoral study are invited to attend an Admissions Workshop, where final admissions decisions are made by faculty.

Admitted students in all tracks progress through the program by completing the following academic requirements:

Professional Development Plan - describes amd analyses past academic and professional achievements, current strengths and weaknesses, and professional goals.

The Preliminary Proposal - organizes the topic area of the dissertation, explores the various elements which make up a high quality dissertation, and provides a framework for further development of knowledge on which the dissertation will be based.

Core Knowledge Area Modules - demonstrations of doctoral level knowledge in four general areas based upon learning contracts negotiated with faculty. The Core Modules enable the student to demonstrate knowledge of the intellectual foundations of the profession, and contribute to the intellectual scope and quality of the final dissertation proposal.

Final Proposal - a blueprint for the dissertation, the Final Proposal incorporates the theoretical and methodological decisions which narrow and focus the research project.

Advanced Knowledge Area Modules - demonstrations of knowledge in three advanced specialization areas related to the profession. Through the Advanced Modules students demonstrate understanding of theory and practice in the profession and the ability to apply that knowledge to specific issues and problems which affect the profession in its relation to society.

Dissertation - the final phase of study for Walden Phd.D. students involves execution of an independent research study and writing a detailed report describing it. Walden encourages flexible but rigorous research design. When the dissertation is complete, each student arranges a final oral presentation.

Throughout the history of graduate education, residency has provided an opportunity for faculty and students to become a community of scholars. Traditionally this has meant that students have lived on or near a campus, but today, more diverse opportunities are available. Residency represents the multiple contact points among students and faculty as they network for learning and evaluation throughout the program. It is not of lesser meaning than campus-based residency; it is simply different in that it is constructed in a broader social milieu through student initiative.

Walden's dispersed residency is administered as an extended network of services, from which students design their program with support and guidance. Walden's Main Office, situated in Minneapolis, functions as a hub for the network. All student progress and the provision of all resources as well as the assessments made of candidates are monitored by means of the Walden Tracking System. This comprehensive record-keeping system assures that all candidates are in regular contact with the institution, are kept informed of all matters which concern them,and are provided the means to solve problems which may arise.

Although the Walden program emphasizes self-directed learning, it is important for students to work closely with faculty on the design of their program and on organizing their learning activities as well as in having their knowledge assessed. Such faculty/student contact takes a variety of forms in order to supplement the student's independent work, to provide sufficient opportunity for corrective feedback when necessary, and to establish a basis for continuing scholarly interaction. Walden has created a series of faculty-student contact points which are available to students throughout the year. These educational services are offered in diverse ways through intensive sessions, local clusters, individual meetings and conversations, video and audio tapes, and computer communication. As a university without walls, the campus is dispersed throughout the country, throughout the year. Students take advantage of whichever services they choose, but must participate in at least one three-week Summer Intensive Session during their program and two Regional Intensive Sessions per year.

The Intensive Sessions are held in conference centers and are offered in Minnesota during the summer and in several locations each quarter depending on student needs. At the Intensive Sessions, students participate in formal lectures, small-group seminars, and individual tutorials around the subject matter of the Knowledge Area Modules and on principles and techniques of research design. In addition, they work individually with faculty to develop and refine learning/assessment contracts, to review progress, and to plan future work.

Student learning is guided by a doctoral committee made up of national faculty who have typically been with Walden for a number of years. They have extensive experience as advisors to doctoral students and demonstrate high levels of professional attainment including substantial records of research and publication. The doctoral committee includes (1) a Faculty Advisor who serves as overall mentor, broker of learning resources, assessor of certain Knowledge Area Modules and Chair of the dissertation committee; (2) one or more Assessors who evaluate the demonstrations of student knowledge in Core and Advanced Knowledge Area Modules; (3) a Faculty Reader who serves as an additional evaluator for the proposal and dissertation; and (4) an External Consultant/Examiner who is selected for expertise in the subject matter of the dissertation and who provides consultative guidance in the professional area, and evaluates the final product.

Resource materials made available to students include guides for writing the Professional Development Plan and the Knowledge Area Modules, and materials useful in the development of the dissertation proposal and dissertation. Each Knowledge Area

Module has a curriculum guide to provide overviews for students as they conduct their study and arrange for knowledge assessments. It directs students to primary readings, to basic concepts and theories, to historical background and current trends, and to the criteria whereby knowledge related to that module may be assessed.

Walden students carry out research and dissertation writing in their home environment making use of appropriate research resources available in graduate libraries. Periodically, Walden secures statements of accessibility from other local and regional libraries to assist its students. This access is supplemented by personal libraries, and libraries of professional agencies.

During the dissertation writing period Walden provides orientation and direct assistance to students in deciding what resources are needed; makes student aware of the availability of appropriate resources and the means to access them; makes clear to students the importance of adequate library work; and provides special assistance to students for whom access is difficult.

APPENDIX B

CRITERIA FOR EVALUATION

OF

KNOWLEDGE AREA MODULES

KNOWLEDGE AREA MODULE (KAM) ASSESSMENTS

Each Walden student demonstrates knowledge of the contents of a doctoral track in a curriculum developed by the Walden faculty. Students complete curriculum requirements which must be assessed as acceptable by two faculty readers in:

1. four Core KAMs demonstrating general knowledge at the doctoral level.
2. three Advanced KAMs demonstrating comprehension and application of knowledge in a doctoral track (Administration/Management, Education, Health Services, Human Services)

Students are evaluated for the breadth, depth, and application of their knowledge in each module through a series of study plans and assessments. Study plans (KAM Agreements) follow a general structure but are individually negotiated by students with faculty assessors, and are evaluated by both the faculty assessor and by the Dean. Curriculum guides assist students in preparing their study plans.

Although each KAM identifies common conceptual questions and issues appropriate for assessment, the student has an opportunity to emphasize particular interests and concerns. Walden does not prescribe how knowledge is to be obtained. Students gain competence through guided independent study, and engage in collaborative contact with faculty during Walden's intensive sessions, local cluster meetings, and on a one to one basis. Criteria and standards for the demonstration of breadth, depth, and application of

knowledge are detailed in the Student Handbook (Appendix B). The following excerpt presents the criteria used as the basis of assessments.

- **Breadth of Knowledge**

Breadth means demonstrating knowledge on a descriptive level of theories, models, concepts, and issues. It is a view of the subject through a wide angle lens.

Guidelines for the demonstration of breadth are as follows:

1. grasp of the domain of knowledge. Has the student defined the field? Does he or she know the boundaries of the field? Has he or she understood the range of phenomena under study, for example, its limits, scope, and major component parts?
2. a coherent overview of the field. Has the student presented evidence of having an organized sense of the way the elements of the field relate to one another? Does this sense show a broad perspective?
3. familiarity with major contributing authors and major concepts, position, and issues. Does the student know who the major authors in the field are? What the major concepts or positions or issues are? Again, is the perspective wide or is the student limiting himself to a narrow aspect of the field?

4. ability to use and integrate the terminology of the field. Does the student know the terminology of the subject? Has the student used it appropriately? Can he or she express it, rather than parrot it?
5. comparison and contrast. Is the student able to compare and contrast theories, authors, issues, concepts, etc.?
6. use of references. Is the student using mostly primary references (journals vs texts)? Enough and appropriate references?
7. doctoral level work. Is the work on a satisfactory doctoral level? Is the level of intellectual demonstration acceptable? Is the student's writing style clear and coherent?
8. relation to change in the student's profession. Has the student made connections between the subject and his or her profession? with literature of change in the profession?

- **Depth of Knowledge**

Depth means demonstrating knowledge on a deep analytical level. It is an intensive, telephoto lens view of one particular dimension of the field.

Guidelines for the demonstration of depth are as follows:

1. a thorough knowledge of the subject (theories, models, issues, ideas, concepts, situations, cases, etc). Has the student gone deeply into the subject? Does he or she know it thoroughly, that is, know its scope and

limits, its major components and authors? Has the student made clear the constituent parts of the subject? Has he or she made explicit the way ideas relate to each other?

2. exhaustiveness. Has the student studied the subject completely and exhaustively? Does he or she know the nuances of the subject?

3. presenting the topic as a whole, as a unit. Has the student clearly shown that he or she knows the subject as a whole, in an integrative way?

4. methods of research. Has the student included the methods of research which have been used to probe the subject?

5. value questions. Has the student shown sensitivity to the ethical considerations and implications of the subject? For example, a theory of privacy may be in conflict to systems theory on the basis that it is manipulative. Has the student considered issues like this?

6. relation to change in the student's profession. Has the student integrated the change in the profession aspects of the subject? Has he or she demonstrated its connection to his or her profession?

7. use of references. Is the student using mostly primary references (journals vs texts)? Enough and appropriate references?

8. doctoral level work. Is the work on a satisfactory doctoral level? Is the level of intellectual demonstration acceptable? Is the student's writing style clear and coherent?

- **Application of Knowledge**

Application means demonstrating the appropriate uses of a theory, model, issue, or topic in a professional or personal setting. The products should show that students can use in a practical on-going situation the breadth and depth knowledge that they have already gained. There should be a formal or informal relationship to the profession: something that the students needs to know or has already done that can be reviewed in terms of what he or she has learned for the breadth and depth requirements and its relation to change in the profession.

Although there are many ways in which students will demonstrate this knowledge (through written descriptions of what has taken place; documents such as training manuals, curriculum plans, company reports; or tapes of discussions or presentation), some of the following should be included in the written part of the requirement:

1. understanding the conditions under which the subject is appropriately used. Has the student described the setting? Usually this will mean a description of the profession itself, of the situation or context, and of the application. Has the student evaluated the context? This means doing "what ifs": what if we were to use application A vs application B? What would be the costs and benefits of doing either or of doing nothing? What ethical considerations do we have to keep in mind?
2. discussion of the application and evaluation of its appropriateness. Has the student discussed the appropriateness of having used these specific means

for achieving certain ends? Was it, for example, efficient, economical, accurate, effective, satisfactory?

3. doctoral level work. Is the work on a satisfactory doctoral level? Is the level of intellectual demonstration acceptable? Is the student's writing style clear and coherent?

4. relation to change in the profession. Has the student integrated the change in the profession aspects of the subject in those KAMs where it is appropriate?

These criteria are further elaborated by references to the domains of knowledge which the faculty have determined are important bases of student learning in the Knowledge Areas. Descriptions of knowledge domains are provided in the curriculum guides.

WALDEN UNIVERSITY INSTITUTE FOR ADVANCED STUDIES

R-370.h

DISSERTATION EVALUATION

_____ Candidate

_____ Reader Reading: 1st___ 2nd___

A. I have approved this dissertation in its present form; no revisions are necessary. ☐

B. I have approved this dissertation with minor editorial and/or substantive revisions to be made with the help of the Research Advisor. ☐

C. I require major substantive revisions, and must re-evaluate this dissertation. ☐

D. I disapprove this dissertation. ☐

_____ Reader's signature _____ Date

Please mail evaluation to Walden University and not to the student.

White - OAA file
Yellow - Bursar
Pink - Student

4/88

Evaluate the extent to which the following criteria are met.
(I = Inadequate, A = Adequate, E = Excellent)

Comments I A E

1. Writing Style & Composition

Grammar, punctuation and spelling are correct. The writing is clear, precise and avoids redundancy. Statements are specific, and topical sentences are established for paragraphs. The flow of words is smooth and comprehensible. Bridges are established between ideas.

2. Organization and Form

The dissertation is logically and comprehensively organized. The chapters add up to a whole statement of the thesis. Subheadings are used to identify the logic and movement of the dissertation, and transitions between chapters are smooth and coherent. Each chapter is limited to a single global concept. The dissertation follows a standard form, and has a professional and scholarly appearance.

3. Knowledge & Use of Related Literature

The need for the study is established through the literature, and the historical development of the field is described. The literature review identifies unsolved problems and unresolved issues. Quotations are used appropriately. Related and generic fields are covered, and the review is comprehensive in coverage of major points of view. The major instruments and methodologies used in the dissertation are reviewed. The review is organized by the logic of the topic, and the review is integrated.

DISSERTATION EVALUATION

Page :

Comments

I A E

4. Research Design

The relationship between the hypotheses or research questions and the problem is established. The type of research design is justified and is appropriate for the desired outcomes. The assumptions and limitations are justified and do not impinge on the study. The sample is well described and is appropriate. Technical and special use terms are well defined.

5. Methodology

The hypotheses or research questions are stated precisely and concisely. The data are properly collected and properly recorded. The tables are self-descriptive. Stages of the methodology are all specified and logically related. Research tools are used correctly. The data analysis is appropriate for the desired results.

6. Hypotheses or Research Questions

The hypotheses are proven or disproven. Research questions are fully answered.

7. Use of Research Tools

Standardized instruments are justified. Student-designed instruments are normed and made reliable. Techniques of interviewing, content analysis, observation, etc. are properly used. Computer techniques are appropriate and well described. Research tools account for statistical variance, and will produce the desired results.

DISSERTATION EVALUATION _____ Page

Comments I A E

8. Depth of Analysis of Findings

The analysis logically and sequentially proves or disproves all hypotheses. The analysis covers all nuances of the topic. Apparent consistencies and inconsistencies are all explained. The data are fully analyzed. The findings are generalizable to a larger setting. All independent and dependent variables are treated. Change concepts are revealed by the analysis of the data.

9. Conclusions & Recommendations

The findings are logically and systematically summarized. Conclusions are derived from all that the data analysis reveals and do not go beyond what the analysis revealed. The recommendations flow logically from the conclusions. Possible changes in the field or setting as a result of the study are projected. Appropriate connections are drawn to theories and principles of change in the profession.

10. Contribution of New Knowledge &/or Usefulness to the Field

The study adds information or skills to a particular setting which were not present before. The study can be applied to any particular setting. The study makes a contribution to theories and principles of change in the profession.

Additional comments or recommendations

WALDEN UNIVERSITY

DISSERTATION EVALUATION SUMMARY

		Inadequate 1	Adequate 2	Excellent 3
1.	Writing style and composition	___	___	___
2.	Organization and form	___	___	___
3.	Knowledge and use of related literature	___	___	___
4.	Research design	___	___	___
5.	Methodology	___	___	___
6.	Hypotheses or research questions	___	___	___
7.	Use of research tools	___	___	___
8.	Depth of analysis of findings	___	___	___
9.	Conclusions and recommendations	___	___	___
10.	Contribution of new knowledge and/or usefulness to the field	___	___	___
		Total ÷ 10		___

Compared to dissertations I have reviewed at other universities, this dissertation is:

Far lower in quality	Moderately lower in quality	Equal in quality	Moderately higher in quality	Far higher in quality
☐	☐	☐	☐	☐

		Below Average 1	Average 2	Above Average 3
1.	Topic importance established	___	___	___
2.	Writing style and composition	___	___	___
3.	Organization and form	___	___	___
4.	Depth of analysis of topic	___	___	___
5.	Knowledge and use of related literature	___	___	___
6.	Use of research tools	___	___	___
7.	Conclusions and recommendations	___	___	___
8.	Follows the proposal	___	___	___
9.	Contribution to new knowledge	___	___	___
10.	Usefulness to the field	___	___	___
		Total ÷ 10		___

Evaluator: Please send this completed form to the Office of Academic Affairs.

4/88

Student _____ Evaluator _____ Date _____

CLOSING DISTANCES IN ADULT EDUCATION

Lowell Roberts
Mentor, Center for Distance Learning

Daniel Granger
Director, Center for Distance Learning

Empire State College
State University of New York

As adult education enters the 1990s, the need for effective distance delivery systems becomes increasingly obvious. Today's -- and tomorrow's -- student is no longer, by definition, someone for whom college is as much a rite of passage as a place to learn. For the majority of the student population in the last decade of the twentieth century, college will be but one of many contiguous life events, competing for the student's time with family, work and mortgage payments.

Distance learning programs can meet the educational needs of these students without much of the strain on adult time that is endemic to campus-based learning. Learning today is no longer placebound. Distance education can bridge the distance between the student and the matter to be learned without regard for the physical relationship of the student to the educational program.

A major concern of educators, students, and policy-makers considering any of the various kinds of distance learning programs is their quality and effectiveness. When talk is of new or unfamiliar technologies for education -- video and satellites, computers, laserdiscs, or hypermedia -- administrators often see

the prospect of cost savings, and faculty often see the prospect of program standardization, loss of faculty control, and potentially weaker programs for students. Yet distance learning by definition seeks to bridge the distance between the student and the matter to be learned, to bring the educational program closer to the learner.

An examination of the kinds of distances that separate students from educational programs can provide a perspective on the issues of quality and effectiveness for both distance learning and more conventional educational modes. It can also show how innovative applications of technology can effectively overcome these distances by integrating the advantages of independent and classroom study. An understanding of distances in the learning environment has informed instructional and learning strategies which have been successfully implemented at Empire State College's Center for Distance Learning.

In a pluralistic society a number of factors inevitably influence the individual student's readiness for and receptivity to learning. And a student's originating point in a learning environment is not only the result of socialization, but it is also determined by the developmental stage of each of several intellectual competencies that must be applied to the tasks of learning. [See H. Gardner, Frames of Mind, New York: Basic Books, 1985.] Here adults are not different from youth, although specific mitigating factors will vary with life experience. These "distances" must be bridged by any educational program -- distance or residential -- if learning is to occur.

In distance learning, distances obviously include space, time and communication -- access to programs and resources, as well as interactive access to educators and other learners. Just as critical, however, are psychological, psychosocial and socio-economic distances that are barriers in traditional learning environments as well — self-awareness and self-concept, values and goals, family and employment circumstances. The effectiveness of an adult (or any) learning system depends on its capacity to make learning possible for each student despite the specific distances alienating the student from the learning opportunity. That physical distance is a unique barrier in distance learning does not diminish responsibility to address more traditional distances.

Empire State College, the non-traditional college of the State University of New York, was established in 1971 with the charge to serve the needs of the individual learner — to bridge the personal learning distances of each student. Distance learning, a delivery mode of the College, is intended to bridge the spatial, temporal, and communicative distances to the learner, without sacrificing attention to psychological, psychosocial and socio-economic distances.

***

During their presentation, the authors explain and demonstrate strategies and tactics by which the Center for Distance Learning seeks to bridge distances to learning by identifying learner needs and goals through ongoing diagnostic and formative evaluation; designing courses to align content and delivery of

content with student needs and goals, including applications of technologies; and orienting and preparing faculty to work with students at a distance as facilitators as well as instructors.

The presentation includes a simulation of a CDL course, The Constitution: the Judiciary and Public Policy, to illustrate practical strategies for program development and course design based on identified student needs. The intent will be to show the integration of technology and student-centered instruction in a distance learning delivery system that mitigates psychological, psychosocial and socio-economic, as well as physical, distances. The demonstration shows

a learning environment of	SELF-DIRECTED LEARNERS, GEOGRAPHICALLY DISPERSED, IN A CLASS
with access to	AN INSTRUCTOR/FACILITATOR, EXPERTS and EACH OTHER
through	TEXTBOOKS, VIDEOS and COMPUTER CONFERENCING.

REDEFINING LIBERAL EDUCATION AND RESTRUCTURING GENERAL EDUCATION: A WAY OF HELPING TO MEET SOCIETY'S NEED FOR EDUCATING THE UNEMPLOYED/UNEMPLOYABLE

D. Malcolm Leith, Ph.D.
Educational Consultant

Today's technological changes necessitate a higher level of general education skills (quantitative reasoning, communication, understanding of interrelationships) even for entry-level jobs. Social change demands a self-directed capacity to adjust that is facilitated by the attainment of liberal education skills like choosing and achieving appropriate goals. Yet the unemployed/unemployable often lack these needed skills. Thus it is becoming increasingly difficult for such individuals to break out of the cycle of unemployment and poverty, as evidenced by the fact that the underclass is growing.[1] The 1988 warning of a commission of business leaders and educators remains relevant: "This nation may face a future divided not along lines of race or geography, but rather of education."[2]

To avoid the moral and social costs of failing to enable underclass adults to become contributing members of society, a more effective adult education process is crucial: one more directly responsive to the general and liberal education needs of the unemployed/unemployable, and involving increased direct links between adult and higher education. This new educational approach requires both a redefining of liberal education, which is the

larger context of general education, and a restructuring of general education -- the common core of subjects in liberal education -- because traditional definitions and structures exclude the underclass both in their governing assumptions and requirements: that is, individuals lacking skills traditionally associated with liberal education are usually viewed as lacking also the potential for liberal education[3]; and traditional methods of teaching are often inappropriate to the needs and interests of the underclass. Some would say that the exclusiveness of traditional liberal education -- that is, liberal education confined to an elite or to a particular type of environment, experience, or curricular content -- is to good purpose; that to extend liberal education to the underclass (through, for example, open admissions) waters down the learning process intended to produce future leaders in our society. In this traditional view, liberal education is seen as taking place on a college campus in a liberal arts program for a specially prepared elite who, through the classroom and residential experience, will emerge as independent, analytical thinkers, knowledgeable about issues of life, and prepared for leadership. I would argue, however, that this represents a restricted view of the nature of learning and knowledge, of leadership, human potential, and society. It misses the variety of contexts in which learning can take place, the experiential nature of knowledge, the democratic character of leadership, and the promise of equality implied by a democratic society. When the learning process is based on an acceptance of these elements, the learning process is, in fact, strengthened.

The exclusivist view of liberal education is often reflected in authoritarian general education structures (e.g., teacher as final authority, heavy reliance on lecture format, rigid curriculum) which contravene the liberal learning process: a process in which student independence, reasoning, and a curriculum relevant to life are a means to learning. As a result, college liberal education programs which are intended to produce independent thinkers, instead often inculcate student dependence rather than independence, passivity rather than thought, alienation from the curriculum rather than commitment to it.

In redefining liberal education, I, like traditionalists, would start with the liberal learning process, but I would seek to ensure that this process is carried out in practice by looking to and including a variety of participants, settings, and activities where independence, reason, and relevance to life can be a means to learning. Thus I would redefine liberal education as a goal and process of learning in which student independence, content relevant to life, and reasoning, are achieved with a variety of participants, in a variety of settings, and through a variety of activities, and in which the process is as essential as the goal.

What will general education look like when it is restructured on the basis of this redefinition of liberal education? Student independence will be incorporated into general education through increased student control over and responsibility for educational processes. Content relevant to life will be achieved through curricular flexibility. Reasoning will be developed through heightened emphasis on faculty as facilitator, rather than

authority. And even adult basic education will incorporate higher level general education skills.

A general education program restructured on the basis of this redefinition of liberal education is already successfully serving unemployed/unemployable adults in a Washington, D.C. general education (basic mathematics and English language studies) and clerical training program, operating under contract with the D.C. government, and in which I teach and design curricula. Students are welfare mothers, single heads of household, underemployed service workers, homeless. Many are school dropouts who enter the program with academic skills averaging at fifth and sixth grade levels (the minimum grade level competency for entry into the program). The students have myriad outside problems that make concentration on formal education difficult. And many are from family and social class backgrounds in which there is little or no tradition of upward job or social mobility. Yet, as I'll describe, this Washington, D.C. program achieves higher level general education through restructuring general education consistent with a liberal education process: i.e., student control and responsibility, content relevant to life, and reasoning.

Student Control and Responsibility

Student control over and responsibility for the education process is achieved through giving students choices: choice in curriculum content, pace of instruction, and length of enrollment. In no case does the student have complete freedom of choice in these areas, but the degree of choice available is a significant departure from traditional approaches that reserve content, pace,

and length of enrollment entirely to the institution.

Choice in curriculum content occurs after students have been pretested to determine their learning needs in the program's general education subjects, and after certain minimum requirements have been completed in each of the subjects. At this point, students choose areas in which they want to concentrate, guided by pretest scores (do they want to review subject material or do they want to move on to the next level?) and/or prospective career interests and goals (e.g., concentrating on business math as an aid to becoming a bookkeeper).

Self-pacing is brought about through instructional materials and curriculum organization. The instructional materials consist of texts, cassette tapes, and computer programs organized into learning modules that guide learners through cumulatively-sequenced concept and skill building activities and self-evaluations. Mastery of the subject, not class ranking, is emphasized. A student's progress is measured only against her or his entering academic standing. Although learners can and do seek help from the instructor and from other learners in interpreting and understanding instructional materials, the individual learner -- and not the instructor -- decides when to repeat exercises and when to move forward to new ones, when to seek help and when to continue on his or her own.

The open-entry, open-exit administrative procedure complements choice in curriculum and pace of instruction. Open-entry, open-exit enables learners who enter with a higher level of skills or who proceed through the instructional materials more quickly to

graduate when their objectives are completed and not to be limited by arbitrary time constraints. As learners graduate, others are admitted to take their places. The structure also enables those who need a longer time to take it without penalty.

Development of communication skills offers an example of how the emphasis on independence as a means to learning and mastery as a common learning goal for everyone helps elicit higher level general education. As students realize that they are to a great extent responsible for their own progress and realize, too, that they are not competing against each other, they begin working not only one-on-one with me, but also together in small groups. Thus, in addition to learning to take initiative, they gain further skill in receiving and sharing information and ideas: analyzing, interpreting, presenting, listening. These groups are generally not selfish or cliquish, as evidenced by the fact that the groups change and evolve in response to new problems and as students complete the program at their individual rates and new students are admitted.

Content Relevant to Life

Students' primary reason for enrolling in the program is to get a job. Such an incentive might seem to restrict the likelihood of attaining higher level general education and liberal learning, by rendering students attentive only to the mechanics of subjects and uninterested in underlying principles, as seeming irrelevant to a paycheck. But the more flexible approach to the curriculum brought about by restructured general education supports presenting mechanics in terms that recognize students' potential for

creativity: that is, their seeing interrelationships among the mechanics, methods, principles, and application. This recognition of the students' potential for creativity together with the students' actual experience of being creative is higher level general education and fully engages the students.

A flexible approach to the curriculum is achieved in several ways. First, the curriculum is organized around performance objectives rather than texts, allowing for a diversity of ways for students to achieve the objectives, while also allowing students to move step by step, in a way that is clear to them, towards completing the program and thus towards getting a job.

Second, curriculum materials are designed to facilitate students' reaching conclusions on their own, instead of merely memorizing the conclusions of others: e.g., problems are designed to help students discover principles and methods, rather than merely to provide a means for applying principles and practicing methods. This allows for a variety of problem-solving settings and strategies, each of which can lead to discovery of common general principles.

Third, the conceptual and structural aspects of subject matter receive as much focus in curriculum materials as does skill in practical application: e.g., in basic math, understanding the decimal number system is emphasized equally with the mechanics of solving problems.

While this more flexible approach may seem to be a less efficient means than rote learning for achieving mastery of basic operations, in fact, it ultimately provides students not only with

greater strength in basic operations, but also with the ability to innovate in response to novel problems, both of which skills are essential in the work force. The approach also leads to more in-depth coverage of the subject, which further enhances the quality of skills that students can bring to a job. For example, in our basic mathematics work -- i.e., addition, subtraction, multiplication, division, fractions, decimals -- we are able to incorporate topics of higher level general education like exponents, scientific notation, order of operations, algebraic expressions: topics which have traditionally been viewed as appropriate only for more advanced levels of mathematics education.[4]

Flexibility in form and content also allows for an interdisciplinary approach which includes incorporating specific job training subjects into general education, and vice versa. With this interdisciplinary approach, math and language skills, for example, are developed not only in academic subjects but also in typing and in data and word processing. Sometimes links between academic skills subjects and job preparation can lead to social analysis. In one instance, the study of spelling rules for Civil Service Test preparation led to root words and then on, in response to students' growing interest, to a host of sophisticated historical and social questions related ultimately to students' lives: Why do certain languages (European, Latin, Greek) predominate as foundations of English? How do languages grow and evolve? What are the African-American influences affecting English today? Seeing mechanics -- spelling rules -- in the larger context of language development helps make standard English less mysterious

to students, thereby enhancing their feeling that they can learn and use it, which is essential to their successful employment.

Teacher as Facilitator

With increased student control and responsibility and more flexible subject matter, the teacher's role becomes that of facilitator, rather than originator of knowledge, an approach that helps forward the general and liberal education goals of rationality. Thus, when students seek help as they face difficulties with the instructional materials, my response is not simply to tell the students what to do or what the answer is. Rather, I seek to have students tell me in their own words what they perceive the difficulty to be. The reasoning process is then developed in several ways: suggesting analogies that illuminate the principles involved and/or pursuing steps dialectically to discover faulty premises; welcoming a variety of problem-solving strategies; encouraging students' working together to solve problems. For example, in basic math, if a learner is having difficulty in solving a complicated problem, I may provide a simple one, ask the learner to articulate the principle or method involved, and then ask the learner to apply this same principle or method to the more complicated problem. Sometimes, I confront a student who may have started to solve a problem correctly but then has inexplicably changed methods in the middle of the problem, saying, "You've changed your method. Why?" The student, not realizing her efforts actually constituted a "method," reexamines her work for the reasoning pattern involved.

Also, I'm not seeking "one" right way to solve the problem, so

I can allow students to pursue to a conclusion the reasoning process they've started. If, after learners have worked out their own method, I feel there is a more efficient way, I will demonstrate an alternative method to the learners.

It is not only I who demonstrate alternative methods, however. As students work together in small groups, they are sharing their individual methods as well as weighing the advantages and disadvantages of methods other students propose. I encourage learners to work together in this way as a means of enabling them to gain broader experience in thinking things through. For example, I might say to a student who doesn't understand the method that I've demonstrated, "Check with Connie. She's got a different way of doing it. Then let me know what you find."

Our students respond very positively to this emphasis on their reasoning things through, a method which, ideally, is typical of the thinking necessary in higher level general education and which advances our students well beyond rote learning, even while they are concentrating on very basic skills. Students find this emphasis on reason challenging, yet stimulating. Often, while complaining about how hard it is not to be told what to do, they at the same time say, "Don't tell me how! I want to try again."

A Powerful Incentive

Restructured general education achieved through adherence to principles of the liberal education process -- i.e., student control and responsibility, flexibility in form and content of subject matter, and facilitation as the primary teacher role -- is a powerful incentive for effective learning in this program. As

attested by results on standardized tests (e.g., those administered in-house, such as McGraw Hill's Test of Adult Basic Education -- TABE, as well as those administered by other agencies, such as Civil Service Clerical Tests and GED), students consistently achieve more than the program's basic, D.C.-government mandated requirement of two grade levels advancement in the specific basic general education subject areas. Beyond this, students achieve higher level general education as well as liberal education outcomes, such as the more advanced reasoning and communication skills that have been discussed. These attainments result because students are fully engaged in the learning process. Despite pressing family and outside concerns, students put in extra time, such as concentrating intensely over two consecutive 45-minute class periods without even taking the scheduled 15-minute break between the periods, and seeking extra assignments to be done outside of class. These are certainly examples of the liberal education ideal that learning carries its own incentive, is of value for the experience itself. While students' diligence reflects the adult maturity they bring to the learning, as well as their firsthand knowledge that to get a good job they must have better skills, yet, students often tell us that in the program they have gained a desire for study and an ability to study they didn't know they had, thus showing promise for life-long learning, that prime skill of general and liberal education.

Students gain a feeling of self-affirmation and self-confidence as they learn to solve problems on their own and as they begin to trust reason more than authority -- two higher level general

education skills. This change in attitude is important for the many participants who enter with low self-esteem and a feeling that they cannot solve problems on their own. Their growing self-confidence leads them to persist in the face of difficulties and to take initiative and responsibility, skills which will be of great value to them in the work force, and which demonstrate their inherent potential for learning, even at higher levels: a potential which is generally overlooked by institutions of higher learning.

Linking Underclass Adult Education with Higher Education

What happens after students graduate from programs like ours? Will they slip through society's safety net and drop back into chronic unemployment/underemployment? Ideally, for graduates like ours to maximize the academic and skill gains they've made -- e.g., experience with higher level general education, an awareness of their ability for further study -- and for society to benefit more fully from these gains, the next step for these adults would be not only a job, but also a specific, realistic opportunity for further education, including enrolling in a higher education program.

This could be achieved through what might be called Next Step Up, a program designed to combine a non-college credit phase and a credit phase, so as to meet the needs of students at different levels. Next Step Up could be offered either entirely by an institution of higher education or as a joint venture between a college or university and an existing community-based adult education non-college credit program, like the one I've described. The community-based adult education program would provide the first phase, and the institution of higher education would provide the

second, or credit, phase.

In the first or non-credit phase of Next Step Up, students would develop their academic competencies and job-specific entry-level employment skills to the point of entry-level employment, high school equivalency (as measured on the GED test), and/or college-level entrance. The second or credit phase, which eligible students could enter directly, thus bypassing the first phase, would offer a college-credit program focused on post-entry-level employment. Such a focus could be job-specific -- e.g., secretarial/management -- with a higher level general education component. This second phase would constitute a terminal certificate program of perhaps 15 semester credit hours focused on the job-specific area and including the general education component.

Implicit in Next Step Up's successful service to its target population would be a restructured general education stemming from a redefined liberal education, as is the case in the Washington, D.C. program I've described. Elements of the restructuring could be more fully developed at the college-credit level of Next Step Up. For example, student control and responsibility could additionally be embodied in learning contracts. Interdisciplinary subject matter content could bridge employment and the liberal arts. Thus, instead of the standard Introduction to Information Systems course, for example, Next Step Up could offer Introduction to Logic and Information Systems. The teacher would bring his or her role as facilitator to a specific liberal arts field.

If Next Step Up were offered as a joint venture between an

established college or university and a community-based adult education program, the college's continuing education division could be a feasible place to locate the credit portion. The mission of continuing education to meet diverse individual and community needs through educational programs tailored to those needs and the operational flexibility of continuing education should enable it to accommodate such features as combining non-credit and credit activities in a single program, receiving reimbursement contingent on the achievement of specific performance objectives, and conducting joint educational ventures with other agencies and institutions.

In addition, if the college offered the credit portion of the joint venture on a contractual basis with an external funding source, not only would a substantial economic outlay be unnecessary, but the program could, in fact, become self-supporting.

In either case -- as a joint venture, or based wholly in a higher education institution -- such a Next Step Up program would enable the institution of higher education to enhance its community profile, embrace new students, contribute substantially to the solution of a pressing social problem, and provide leadership in general and liberal education.

Agenda for the 90's

In addition to job-training, underclass adults desperately need and are capable of liberal learning and higher level general education. Liberal education can be redefined so as to embrace this potential student population without sacrificing essential

liberal education goals, and the general education that unemployed/unemployable adults need can be restructured so as not only to strengthen the liberal learning process, but also to maximize the academic and job-specific progress of this target population. Institutions of higher education can play a crucial role in helping to meet this urgent social need. All of us will benefit as this issue is placed on a higher education agenda for the 90's.

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1. Rich, Spencer, "The Underclass: Beyond Just Poor," The Washington Post, June 26, 1989.

2. As quoted in "Life Without College Diploma Gets Harder" by Barbara Vobejda, The Washington Post, January 21, 1988.

3. Hey, Robert P., "Senate Mulls Changes in Jobs Act," The Christian Science Monitor, August 16, 1989, and Spencer Rich, op. cit.

4. For a fuller discussion of the points in this paragraph, see D. Malcolm Leith, "Active Learning in an Adult Basic Education Mathematics Class," Journal of Experiential Learning, Summer, 1988.

GRADUATE LIBERAL STUDIES FOR ADULTS: RECENT PROGRESS AND FUTURE PROSPECTS FOR A GROWING PROGRAM AREA

Presenters: Dr. Phyllis O'Callaghan, Georgetown University
Dr. Dan A. Davis, The University of Oklahoma

It is a pleasure to have this opportunity to share information about a growing program development in graduate education. For more than twenty years, a number of colleges and universities have offered graduate liberal studies programs. These programs have a liberal education orientation and stress interdisciplinary, humanistic perspectives. Other features of the graduate liberal studies programs are their directions to serve experienced, motivated, older students, and the use of unconventional curricular and procedural approaches.

In the mid-70's, representatives of thirteen of these institutions sought opportunities to share ideas among themselves and with other colleagues; this led to the founding of the Association of Graduate Liberal Studies Program (AGLSP), in 1976. This organization currently is the strongest advocate for graduate liberal studies programs.

This presentation will seek to outline the common principles, features, and operational aspects found in graduate liberal studies programs. The presenters are both administrators of graduate liberal studies programs and have played leadership roles in AGLSP. Dr. Phyllis O'Callaghan, is Assistant Dean of Summer and Continuing Education at Georgetown University and is the Director of the Liberal Studies program. Dr. Dan A. Davis is Dean of the College of Liberal Studies at the University of Oklahoma. Phyllis is the immediate Past-President of AGLSP; Dan is President-Elect. The current President is Dr. David House, the MLS Program Director of the Division of Arts and Sciences, School of Continuing Studies, Johns Hopkins University.

The graduate liberal studies programs began in the 1960's as faculty members in several institutions saw that the needs of many individuals considering graduate study were not being met by more conventional graduate programs. Particularly, adults who were active in careers and pursuing personal interests were desirous of further formal study, but neither the content nor the structures and procedures of conventional programs were appropriate for their needs. These "nontraditional students" did not desire specific vocational or professional content or specialization leading to accreditation or certification; likewise, they were not interested in more intensive, advanced training or study in a particular discipline. Rather, they sought educational experience based in the liberal arts which complemented their experience and expertise, and enriched their lives in various dimensions.

Through the years, development at several institutions brought various models of a new graduate level program; these came to be included in the graduate liberal studies identification. Typically, these programs consist of a number of specifically designed core courses or experiences, a selection of graduate level liberal arts courses designed for the program or chosen from the broader graduate curriculum, and a culminating project or thesis. Interdisciplinary, liberal learning is an overriding goal for all aspects of the program.

Graduate liberal studies programs are usually thirty or more graduate level credits which lead to a master's degree. Actual titles vary from Master of Liberal Studies (MLS), to Master of Arts in Liberal Studies (MALS), to Master of Liberal Arts (MLA). While there has been some discussion about a nontraditional doctorate in liberal studies, no program is currently offered among AGLSP institutions.

The graduate liberal studies programs that are being offered have had to meet the same criteria for development and operation as any graduate level program. Because of their unconventional content and organization, they face issues which are somewhat different from those for other graduate programs. An early question asks how general, liberal learning can be considered graduate level. Another inquires about liberal studies and research expectations in graduate level work. Other concerns are about the faculty who will be involved and the

characteristics of students to be enrolled. Standards and quality which are consistent with those of conventional programs are critical concerns, and the admission and progress expectations of students in liberal studies programs are issues. From administrative perspectives, questions of program leadership, student services, fiscal operations, program marketing, and institutional relations must be addressed. All these concerns arise and must be considered within the mission and operational context of the particular institution.

NOTE-- *The Thursday, Oct. 12, 11:00 a.m. presentation will use a question and answer technique to discuss many of the issues mentioned above. Major issues will be identified by the presenters with participants asked to provide questions and viewpoints.*

The individual and collective experience of AGLSP member institutions has provided considerable insight and information which can be directed to these issues. Workshops are conducted by the Association for faculty and administrators from institutions which are considering the development of liberal studies programs or who have programs at early stages. Likewise, leaders with the Association are available for consultation with institutions, accrediting bodies, and others who seek information about graduate liberal studies programs.

Currently, there are more than eighty institutional members of AGLSP representing a broad spectrum of institutions, from small private liberal arts colleges to large, research-oriented universities. Jointly, they seek to promote awareness of graduate liberal studies programs and to foster high academic standards in the programs. AGLSP has played an important role in assisting institutions that are considering programs in graduate liberal studies. The Association joins with other associations, groups, and individuals who support liberal education ideals.

THE FUTURE OF DISTANCE DIRECTED ADULT STUDY AND THE LIBERAL ARTS: THE ELECTRONIC EXTERNAL DEGREE OF THE WOODS PROJECT

Robert G. Watts
Associate Professor
Department of Theology, Philosophy,
and Psychology
Saint Mary-of-the-Woods College

INTRODUCTION

The main theme and guiding question of this paper is: How to teach the liberal arts through the adult distance education format by present and future applications of electronic technology.

The "Woods Project" refers specifically to the concerted, continual creation and refinement of the logistical and pedagogical techniques of adult distance study regarding these following components: Educational climate, educational technology, interactive learning, individualized instruction, and learner selected objectives. The "Woods Project" is characterized by the ongoing pursuit of excellence relative to external-degree-granting adult distance education.

At present, the traditional pencil-paper method of distance education is rapidly becoming obsolete thereby seriously endangering the pursuit for excellence. Resolving this problem is a major concern of the faculty and administrative members of the "Woods Project." The key to resolution is the implementation of electronic educational technologies, eventuating in, what I am terming, "The Electronic External Degree." All the components of non-traditional distance study should benefit immensely from the incorporation of electronic technologies.

Since liberal arts education is an integral component at Saint Mary-of-the-Woods College, I have chosen to focus on our liberal arts curriculum in general as an area of the college's total offerings that should greatly profit from the new electronic educational technologies.

Currently, there are many delivery-system difficulties encountered on our adult distance education program specifically regarding such courses as "The Activity of Philosophy," and "Continuity and Change." These courses require student/student, student/facilitator interaction through dialogue which is not fully possible through current distance study tactics. New electronic technologies will provide the means of increasing the needed interaction. These technologies will become the major instrumentally efficient educational tools of the "Electronic External Degree."

This paper is partitioned in the following way:

Part One addresses past, present, and future educational technologies.

Part Two speaks to the definitions, beliefs, needs of adult distance education, and presents the external degree of Saint Mary-of-the-Woods College.

Part Three reflects upon liberal arts education and explains the liberal arts curriculum at Saint Mary-of-the-Woods College.

Part Four deals with electronic educational technologies, adult distance education, and the liberal arts relative to general curricular applications.

Part Five addresses electronic educational technologies, adult distance education, and the liberal arts relative to specific course applications.

Part Six reflects upon electronic educational technologies, adult distance education, and the liberal arts relative to specific applications and processes for the future.

PART ONE: EDUCATIONAL TECHNOLOGIES: PAST, PRESENT, FUTURE

The learning process, for many centuries, has been simultaneously expedited and impeded by educational technology. Expedited in the obvious sense of "freeing one's feet" from adherence to unproductive, outmoded learning techniques. Such was the case with the advent of mass-printing potential which helped rouse Western civilization from the coma of the Dark Ages with its emphasis on scholastic learning whose sanctum sanctorum admitted only a select few. The printing press helped civilization rescue the wisdom of the past from oblivion by replacing the dearth of information available by a new wealth of information accessible by most every literate person. But, contrariwise educational technology can also impede the learning process in the sense of "placing its foot in someone's way." This impediment takes at least two forms: (1) Many persons are apprehensive about using the new technologies, preferring to sustain their use of nugatory educational methodologies thereby effectively debarring themselves from the potential benefits of these technologies and, (2) because the potential of a new technology is rarely understood by the first generation of its users, these users often refuse to move into a new and improved generation of this technology. In both cases the result is an impediment to the learning process. An example of an impedimental educational technology is, of course, the modern computer. With many non-traditionally-aged adult learners recently re-entering an educational environment, apprehensiveness of the computer is endemic. While many of the same who already have a machine wish to

remain benignly ignorant of the expandable educational benefits of this technology. The same observations are made of educators themselves, both those preferring solely the time-sanctioned, traditional classroom lecture format, and those engaged in adult distance education. For both groups, students and educators, the computer may indeed provide impediments to the learning process. This way of thinking, however, is quickly becoming a thing of the past, not only in regard to computers but also relative to all the other present and emergent educational technologies.

Charles Babbage, in the 15th Century, praised the printing press as the great generator of cultural progress. His "analytical engine" aided to lay the foundation of the computer revolution that today is transforming our whole civilization. Arguably, the computer and other technologies may more greatly impact education than did the printing press.

Perhaps some time soon the learning process will be further refined and accelerated by the most expeditious use of educational technologies. But the obliteration of impediments must first take place. In the arena of education with which this paper is concerned, some students and educators involved in adult distance eeducation are currently attempting to diminish the impedimental side-effects of educational technology by intentionally treating them as vestiges of the past. In the following I will cite a few examples of efforts being made to implement various technologies as educational aids for adult distance learners.

A well-known and for some disturbing fact is that in the United States most adult distance education efforts are not nationally mandated or policied, whether or not educational technology is involved. Instead,

these efforts are the results of private and public educational institutions. Here are a few examples:

1. In Arizona, the 310 project used Rio Salada Community College's teleconferencing system for a GED preparatory course. The project targeted handicapped, homebound, and geographically remote adults (GED, 1985).

2. The University of Illinois at Urbana offers continuing education to engineers using its electronic blackboard system (Lewis, 1983).

3. Kentucky Educational Television created a GED course by television that was sponsored by community colleges in Kentucky, Missouri, and Illinois (KETC-TV, 1987; WSIU-TV, 1987).

On a very large scale, the University of Wisconsin's extension services (UWEX) reaches nearly 36,000 adult distance learners each year using two major delivery methods: ETN (Educational Telephone Network), and SEEN (Statewide Extension Educational Network). The former networks 200 sites to central instructional facilitators, the latter uses slow-scan TV along with audio teleconferencing (Lewis, 1983).

Many educational consortia have developed recently. In Indiana, Saint Mary-of-the-Woods College, Indiana State University, and Rose-Hulman Institute of Technology have computer-linked their educational resources primarily targeting their combined resident, traditionally-aged student populations, with St. Mary-of-the-Woods College expanding this service to its adult distance learner population. In a 1985 study, Niemeyer found 71 higher education television consortia operating in 1982. The National University Teleconferencing Network (NUTN) is one of them. It has 170 university members, 35 of which are equipped with program origination capabilities and satellite uplink. The PBS adult learning services (PALS), another consortia, disseminates programs

through 700 colleges and universities in collaboration with educational television stations (Brock, 1985). The Indiana Higher Education Telecommunications Systems (IHETS) links sites at statewide institutions of higher learning.

Computer-based and computer-aided adult distance education is also on the increase. The Plato system, based on large mainframe computers is still in operation (Control Data Corporation uses Plato in its learning centers nationwide), but personal computers offer more access to the adult distance learner and are therefore more viable delivery systems. Large proprietary correspondence schools such as the National Education Corporation (NEC) use computers to administer their programs. Even though the NEC accounts for nine out of every ten adult distance learners in the United States--some nearly 3,000,000 students every year--there are many students left to be serviced by much smaller, lower budgeted, non-proprietary, private institutions such as Saint Mary-of-the-Woods College. The special needs of the special population of adult women distance learners are being satisfied by the innovative liberal arts core curriculum of this institution, and their educational opportunities will be greatly expanded and enhanced by new and emergent educational technologies.

Jerome S. Rubin and Janet Wikler, in their article, "The Future of the Word," quote the late Ithiel de Sola Pool of the Massachusetts Institute of Technology:

> (in the not-too-distant future) computer-based textbooks may exist in as many variants as there are teachers. All teachers on occasion desire to correct or modify the textbooks they use; if the texts are in a computer, they can and will do that. Each teacher will create a preferred version, which will be changed repeatedly over the years. Or in a literature or drama course one exercise might be to take a text and try to improve it. Reading thus becomes active and

interactive. Penciled scribbles in the margin become part of the text and perhaps even part of a growing dialogue as others agree or disagree.

No impediments to the learning process here! The brilliantly expeditious use of computer technology is evident. It is reasonable to assume that such new educational technologies will soon be available and affordable for educator and student alike engaged in adult distance learning.

The technical possibilities seem to be endless. The challenge for adult distance education will be to capitalize on them.

PART TWO: ADULT DISTANCE EDUCATION: DEFINITIONS, BELIEFS, SPECIAL NEEDS, AND EMPHASES, THE WED PROGRAM

The most widely known definition of distance education is that proferred by Keegan:

1. The separation of teacher and learner during the main mode of instructional delivery, which distinguishes it from face-to-face teaching.
2. The influence of an educational organization, which distinguishes it from private study and other non-formal education.
3. The use of technical media, usually print, to unite teacher and learner and carry the educational content of the course.
4. The use of two-way communication which distinguishes it from other uses of educational technology.
5. The teaching of students as individuals and in groups, with the possibility of occasional meetings of teachers and learners for social and didactic purposes.
6. The participation in an industrialized form of educational characterized by division of labor, automation, mass production, etc. (Rumble & Harry, 1982)

Cyril Houle investigated beliefs and notions about adult education that have been held and expressed in one way or another:

1. The belief that adult education should have a common goal to achieve a single goal.
2. The belief that the educator should discover what adults need to learn.
3. The notion that the adult educator should use the methods of other forms of schooling to respond to the needs of adult learners.
4. The belief in the necessity of creative and powerful leaders in the development of adult education programs.
5. The belief that current institutional adminis-trative policies and processes should be improved in order to accommodate the adult learner. (Houle, 1972)

Parts 4-6 of this paper will respond to #s 3-6 of Keegan's definitions, and #s 2-4 of Houle's beliefs. Combining Keegan's definition of distance education with Houle's beliefs about adult education, we are now prepared to talk about adult distance education.

Regarding the importance of, and the need for improving adult distance education programs, a number of researchers were consulted.

Holmberg considers the improvement of noncontiguous communication to be an important need. He defines this type of communication as,

> a mediated form of guided didactic conversation . . . learning supported by those teaching methods in which because of the physical separateness of learners and teachers, the interactive and preactive phase of teaching, is conducted through print, mechanical, or electronic means (Holmberg, 1981).

The Commission on Higher Education and the Adult Learner (CHEAL) has outlined needs for a new and unique emphasis on adult education (whether distance or otherwise) and has suggested specific programs to meet that end (CHEAL, 1984).

The Commission convincingly argued that,

> For reasons of national interest embedded in the economic, political, and social determinants of the quality of life, the fostering of learning by adults is an immediate and compelling national need. A need requiring a lucid and forthright statement of national policy and immediate attention by the nation's colleges and universities (CHEAL, 1984).

The Commission urged specific action be taken by the federal government and other major forces in providing education for adults.

The International Encyclopedia of Higher Education (IEHE) specifies several critical areas demanding special attention by adult education programs:

1. teacher selection and preparation
2. communications, media, and technology
3. group study

4. learner needs

5. effectiveness in learning

6. distance and autonomy

All of these special needs and emphases will be reiterated and responded to in parts 3-6 of this paper. I am now going to provide a brief description of the structure, functions and goals of a specific adult distance education program that stresses both independent and interactive study: The Women's External Degree Program (WED) of Saint Mary-of-the-Woods College.

The WED program was created in 1973 in response to the call from adult women whose education had been interrupted for various reasons. The college developed a program designed specifically to enable these women to complete their baccalaureate degree almost entirely through distance study. From the beginning, the curriculum for these "external" students corresponded in almost every detail with the curriculum for the "internal" students. Innovative features are flexible scheduling, evaluative methods suitable for distance learning, use of community resources, individualized planning of course work, and the use of current educational technologies and the incorporation of new ones as they become available.

Major adjustments have been made in the mechanics of the program throughout the 16 years of its existence, but its original intent and plan have become more solid.

At the heart of the program, are two characteristics: A minimum of student time on campus and a high quality of faculty concern about student success. The student spends about three days on campus for her initial residency, during which she plans her semester's work in face-to-face sessions with a faculty member specifically chosen for her

particular needs. The student completes all of her work for her degree through independent and interactive distance study. Many specific controls make it possible for her to maintain a high level of achievement and for the faculty to be sure that academic standards are preserved.

The WED program, though nontraditional because of its delivery systems, has nevertheless retained many traditional elements, such as an intensive and extensive liberal arts general education core, the structure of the courses, the system of deadlines and the grading system.

The nontraditional elements include the evaluation of prior learning experience, the student's input in the designing of her courses, the use of electronic educational tools to enhance the educational experience and to shorten the length of time required for instructional delivery and student/instructor response.

The task of the WED instructor is to guide the student through a learning process in whose design both participate and whose effectiveness is the result of a mutual effort toward excellence.

The proper educational arena for the student and instructor is one composed of dialogue. By dialogue is meant that peculiarly human activity of reason and speech that helps both parties penetrate the encrustations of incomplete thought, traverse previously uncharted conceptual regions, and finally arrive at a clear and coherent point of view.

The process of dialogue has traditionally been carried out by paper-and-pencil methods. Recently, exciting new ways of generating and maintaining dialogue have been created with the help of electronic educational technologies.

The administration of the WED program is done through a director, associate and assistant directors, administrative assistants, and various

support personnel. All these persons are responsible for the continual evaluation and improvement of the program and for effective communication with all groups affected by it namely, the board of trustees, the college administration, the faculty, the "internal" degree students, the "external" degree students, the alumnae, and the general public.

PART THREE: THE LIBERAL ARTS: LIBERAL EDUCATION AT SAINT MARY-OF-THE-WOODS COLLEGE

The long established, traditionally-sanctioned definition of "artes liberales" is: "the arts or studies becoming to a free person."

John Stuart Mill, when elected Rector of St. Andrews University in 1867, expanded upon the traditional definition of the liberal arts by saying the following in his inaugural address:

> Men are men before they are lawyers, or physicians, or merchants, or manufacturers, and if you make them capable and sensible men, they will make themselves capable and sensible lawyers or physicians. What professional men should carry away from a university, is not professional knowledge, but that which should direct the use of their professional knowledge, and bring the light of general culture to illuminate the technicalities of a special pursuit.

This quote emphasizes that, above all, liberal education is an intellectual, emotional, and spiritual activity by which the student develops the sense that the natural and human world are an organic whole. This education is achieved by developing basic skills of reading, writing, and other types of communication; by studying the major ideas, modes of thought, values, and insights which constitute the fabric of Western Civilization, and are expressed through four categories of inquiry that contain the seven traditional liberal arts (trivium/quadrivium): the aesthetic, social/cultural, scientific, and the philosophical/theological categories of inquiry. the categories of

inquiry must be shown to be integrated regarding their common purpose, which is the pursuit of truth.

A sophisticated liberal education, therefore, does not consist merely in refining the logical, perceptive process, and the communication skills of persons. Rather, its expanded aim is sharpening and broadening the power of rationally and empathically understanding the human condition, past and present. The cultivation off this power leads to the freedom and self-determination necessary to create new paradigms of the future, operational for all humankind. One of the ends of liberal education, then, is the liberation of the human being from ignorance, intolerance, stupidity, bigotry, small-mindedness, superstition, irrational and illogical thinking, and provincialism. George Will recently said: "We often forget that everyone is provincial until educated to historical understanding" (Newsweek, September 11, 1989).

A much more influential and venerated intellectual, Alfred North Whitehead claimed that the fundamental aim of liberal education is the enhancement and advancement of human culture. And Plato laid the foundations of the centuries later trivium/quadrivium when, in the 4th Century B.C.E., he placed this warning above the door of his Akademeia: "Nobody ignorant of geometry shall enter here." Plato's curriculum was the "mathemata" (proper subjects for study), and his purpose was to nourish "paideia" to its most exalted heights.

What makes a person cultured is not the systematic accumulation of insignificant, meaningless, inert, unconnected bits of information, but rather a free, self-determined person's adroit ability to impregnate such information with life, with personal relevance, and to appropriate this information to the organic stream of individual and social experience. The final end of liberal education, then, is the cultivation of free,

self-determined persons entirely capable of enhancing and advancing human culture.

An institution is justified as a liberal arts institution if and only if it dedicates itself to learning that is self-learning; that is, free, self-determined learning.

According to the curricular philosophy of Saint Mary-of-the-Woods College, there are four consistent characteristics of liberal education. It must be moral, unitive, lifelong, and useful. One of the characteristics of liberal education is that it be moral: the development of a free person able to make independent choices, and to participate effectively in decisions that affect the individual and society. Another characteristic is that it be unitive: Liberal education is unitive because it rests on the belief that both its subject matter, the universe, and its object, the student, are unified, integrated wholes. Liberal education is life-long because it stresses the development of life-long learning skills--social analysis, aesthetic criticism, scientific method, religious and philosophical judgment--that will enable persons to continue learning and growing after formal education is completed. And liberal education is useful because it prepares persons to address problems and needs encountered in the contemporary world. While specialization remains the chief characteristic of professional preparation, specialization alone is no longer sufficient.

The curriculum of Saint Mary-of-the-Woods College is justifiably a liberal arts curriculum because its moral, unitive, life-long and useful characteristics lead to the cultivation of free, self-determined persons entirely capable of enhancing and advancing human culture.

It is now my task to show how educational technologies can expedite the cultivation of liberally educated persons. The persons referred to, of course, are members of the set of adult distance learners at Saint Mary-of-the-Woods College.

PART FOUR: EDUCATIONAL TECHNOLOGY, ADULT DISTANCE EDUCATION THE LIBERAL ARTS: GENERAL CURRICULAR APPLICATIONS AND PROCESSES IN THE PRESENT

The liberal arts general education core curriculum at Saint Mary-of-the-Woods College is architected on three interrelated tiers. The first tier, Skills for Advanced Learning, contains courses designed to develop and/or improve personal, cognitive and communication skills. Computer, mathematics, speech and writing courses are offered at this level. The second tier, Distributive Studies, contains courses representing the four categories of inquiry of the liberal arts: The social/cultural mode, the aesthetic mode, the scientific mode, and the religious/philosophical mode. Students are expected to master 28 hours of course work evenly distributed among these categories. The third tier contains the two integrative studies courses, which students take in successive semesters during their senior year. Curriculums in major areas of study vary across seven departments. Studies in pastoral theology is the only master's program offered at this college.

All students, both "internal" and "external" must complete all the requirements of the general studies curriculum, and must declare a major area of study before or during their sophomore year. The students on the master's program are non-traditionally aged. The program itself is formatted for the adult distance learner, and is the only one in the nation to be so designated.

Educators and both undergraduate and graduate adult distance learners have continually been plagued with delivery-system puzzles and

problems. In this section of the paper, I will indicate how some of these problems have been, at least, temporarily resolved. I will focus upon the current efforts of two departments and the master's program relative to their implementation of electronic technologies to remove impediments to and expedite the learning process.

Cyril Houle's beliefs about adult education and Keegan's definition of distance education, along with the accumulated insights and operational hypotheses of the WED programs participants and planners have provided the perimeters, measures, means and ways of resolving some of the distance education problems the departments of communication arts and business and the master's program have had to face.

General curriculum planners collaborate with advisors and developers of adult distance education strategies and tactics to provide on-going solutions to the distance-learning problems these two departments and the master's program have. (I have intentionally chosen these three areas for the sake of brevity.) This collaborative "Woods Project" Group has consistently appealed to Houle's (and others) beliefs, and have developed models of distance education based upon Keegan's definitions.

Houle believed that educators should discover what adults need to learn; that educators should use other forms of schooling to respond to the needs of adult learners; that educators should be creative and powerful leaders in the development of adult education programs.

Keegan defined distance education as education using technical media; using two-way communication; using tactics for teaching students as individuals; using strategies employing industrialized forms of education such as automation and mass-production of instructional materials.

The business area, the largest department of the college has recently gone through a delivery system retooling process specifically aimed at improving the educational quality of the adult distance learner. Thanks in part to a large grant, this area has been able to purchase state-of-art PCs equipped with expanded-capacity E-mail for department members; professional video cameras, character generators, and editing equipment that provide low-cost course videos for the adult distance learner. During the next four years, the Business Department expects to experience an exponential growth in purchasing and professionalizing its computer-aided and televideo capabilities relative to instructional delivery to and response from the adult distance learner.

On a much smaller scale the Communication Arts Department, which supervises the course offerings and instruction of the skills development tier and the aesthetic component of the distributive tier of the general studies curriculum, has implemented audio/video, and computer-aided educational technologies for the distance learner. By the beginning of the spring semester of next year, another large grant will provide this department and others the opportunity to purchase new computers and software to update present holdings and expand capabilities and capacities. Much of this new hard and software will be issued to those educators dealing largely with the adult distance learner.

The master's program is currently investigating the teleprogramming market which would provide professional-quality instructional delivery to and interactive response from a nationwide student population. Negotiations are being conducted with the Catholic Telecommunications Network of America, Inc. (CTNA). If philosophical agreement can be reached among the negotiators, and if technical logistical problems can be solved, then, the entire master's course will be offered through this

organization's networking services. Much has been accomplished toward realizing the goals of the Electronic External Degree of the Woods project, but much more awaits.

PART FIVE; EDUCATIONAL TECHNOLOGY, ADULT DISTANCE EDUCATION, THE LIBERAL ARTS: SPECIFIC COURSE APPLICATIONS AND PROCESSES IN THE PRESENT

Two courses that occupy the second and third tiers of the liberal arts general education core curriculum of Saint Mary-of-the-Woods College present even greater problems that demand innovative algorithms sensitive to the adult distance learner.

As in Part Four, Cyril Houle's beliefs about adult education, Keegan's definition of distance education, and the accumulated insights and operational hypotheses of the WED program's participants and planners have provided the perimeters, measures, means, and ways of resolving distance education problems.

The problems now to be introduced are specific to the courses, PH 200 The Activity of Philosophy, and ID 401/2 Continuity and Change. The former is a course on the distributive tier of the general studies core. The latter are courses on the integrative tier. All three courses require in-depth, intense student/student, student/facilitator interaction through dialogue which is very difficult to properly generate and maintain with a distance-learning format.

Regarding the dialogueing process, students in the classroom have a distinct advantage over their distance-learning counterparts. A variety of educational strategies, tactics, and tools are easily accessible and readily used in the classroom, but are not applicable to the distance learner. For example, a major assignment in the philosophy course is the "dialogueing exercise." Students are arranged in groups. Each group

chooses a particular philosophical problem to be analytically investigated and synthetically resolved. The class facilitator creates scenarios for each problem. Students choose characters in the scenarios that present a specific point of view, and argue from that point of view. Eventually dialogue ensues that raises the participants to a heightened level of understanding. In preparation for this exercise, students must interact with members of their group, gather substantive research sources, and consult with the facilitator a number of times before the presentation. Obviously, these strategies and tactics cannot be used in the distance learning format. Presently, I have not been able to solve this problem. But with the implementation of new educational technologies, the solution to this problem is near at hand, as I will outline in Part Six.

The continuity and change courses contain similar difficulties. Classroom participation is essential for these courses. The use of audio and video presentations is heavily encouraged. The tactic of cohort learning is emphasized. Instead of dialogueing groups, seminars are conducted. Out-of-class in-depth consultations with the course facilitator is demanded. All these means conduce to a high level synthesis of analyzed information that interconnects the four categories of liberal arts inquiry and may eventually lead to the creation of a transformative world paradigm. Once again the distance learner, by virtue of the distance factor, is disenjoined from the intended learning outcomes. As with the philosophy course, new educational technologies should help resolve this problem.

Currently, rather low-grade electronic devices are in use as elemental as well as supplemental ways of expediting the learning process. The simple goal is to downplay the distance factor by enhancing

the learning experience. The devices and means used to achieve this goal are: The use of multi-media such as audio tape (programmed and preprogrammed); videotapes (simple talking heads programming; preprogrammed instructional tapes, documentaries, movies); computer software (quasi-interactive ethics, philosophy of law, and logic programs ["truetree"]). Students with computers and modems also have access to consortia library holdings through the LUIS system. These students may also choose to E-mail their work to their instructors.

An increasing number of our adult distance learners are acquiring computers and modems--A very solid investment for the incoming distance learners who may have had no previous experience or who need to acquire a significant number of course credits. The growing electronic external degree capabilities at this college are open to students who have the desire to use them and, I might add, can afford to use them. Unfortunately, some students either are so apprehensive about computer use that the technology is perceived as an impediment to the learning process; or other students who do have computers refuse to update their antiquated machinery and software so as to accommodate the software programs and E-mail capabilities that we offer. With both groups the old pencil-and-paper method and/or simple word processing methods are used, along with the conventional posting of materials.

PART SIX: ELECTRONIC EDUCATIONAL TECHNOLOGIES, ADULT DISTANCE EDUCATION, THE LIBERAL ARTS: SPECIFIC APPLICATIONS AND PROCESSES FOR THE FUTURE

The adult distance learner engaged with the highly independent yet interactive, dialogically-based liberal arts core curriculum at Saint Mary-of-the-Woods College cannot fully experience its transformative educational outcomes without the help of electronic educational

technologies. Participants in the "Woods Project" are working to ensure that the "Electronic External Degree" will someday become a full-blown reality. Through the skillful introduction and careful implementation of new electronic educational technologies, impediments to distance learning will be greatly reduced thereby expediting the distance learning process.

The technologies that are already in use are being periodically updated as time and money allow. The inclusion of new technologies will follow, again, as time and money allow.

Many students newly entering our adult distance education programs already own computers and VCRs that are compatible with the equipment we have at hand. As new technologies become affordable, such instruments as the following may soon be included in our repertoire of electronic educational tools:

CD-ROM--CD-ROM is intended to be a distribution vehicle for large amounts of data. It provides a cheap parking place for about 250,000 pages of text with a storing capacity of 540 megabytes.

CDI--CDI refers to "compact disc interactive." It is an announced standard for a 4.7 inch digital disc. CDI can have on one disc, a thousand video stills, a couple thousand diagrams, six hours of high-quality sound, and 10,000 pages of text, along with a program that makes it intensely interactive with the user. As yet, however, it cannot do full-motion video. In 1987 RCA introduced a CD video format called DVI (Digital Video Interactive), capable of containing a full hour of full-motion video. CDI is intended to use a self-contained playback unit attached to a normal TV, in contrast to CD-ROM which is a computer peripheral.

CVD--CVD stands for "compact video disc." CVD combines compressed analog video motion and digital data. Haitai of Korea is planning to market it as a consumer product for around $180.00 under the name "Optivision."

In addition to the dense media instruments, new and exciting educational software packages are being developed.

Project Theoria of Carnegie Mellon University's Center for Design of Educational Computing is currently engaged with four video-disc projects that reflect a wide range of philosophical value issues amenable to interactive treatment:

A Right to Die: The case of Dax Cowart

Art or Forgery: The case of Han Van Meegeren

Birth or Abortion: The Human Face of a Dilemma

Values Boggler: Ethics, Art and Money in the Work of J. S. G. Boggs

At the same university, program developers are building an intelligent computerized tutor that uses its own proof generation expertise to help students to become proficient at constructing natural deduction proofs. This tutor will teach a general method for constructing logical derivations; provide a flexible user interface that employs sophisticated diagrammatic displays; automatically offers appropriate strategic advice at any point in any proof problem in standard logic.

Granted, both the soft and hardware for running these programs is prohibitively expensive at this time but, as with all new technologies, competition will eventually make these instruments affordable. When that time occurs, distance learners, both at home and at designated on-site locations (will be able to greatly enhance their educations through the expeditious use of these tools. Another highly interesting coming

technological advancement is computer-friendly digital phone service or ISDN (integrated services digital network).

An international effort is under way to link all the world's phone systems with an ISDN network capable of carrying every kind of signal, including TV. An article in the San Francisco Bay Guardian reported Pacific Bell's plans for ISDN:

> Some ISDN lines will have enough capacity to carry real-time video signals into your home or office. (You'll be able to see the person you are talking to). . . . ISDN will also process sound and image digitally. . . . Your 15-digit ISDN phone number will travel anywhere with you.

What a way to expediate information and decrease delivery-system response delays for the adult distance learner!

Members of the "Woods Project" envision and are planning for the near future the following innovations in distance education leading to the "Electronic External Degree": Distance learners having the capability of direct access to library holdings for selection, viewing, printing and/or faxing information; expanding video capabilities by taping classroom dynamics, then, at a predetermined time conducting teleconferencing with distance learners for purposes of dialogue relative to the topic of the taped discussion; televideo conferencing--bringing the distance learner directly into the real-time classroom environment. I find this last idea particularly useful in eliminating time-gap delivery system and response problems. The philosophy and integrative courses, previously mentioned, will greatly benefit. Distance learners will be able to engage in seminar and dialogueing exercises as a group and will be "present" in the classroom, free to participate with all the other students.

These are complex and difficult tasks that we have put before us, but we should not shrink from the challenge. These words of Alan Kay of the MIT Media Lab are instructive and enlightening:

> The rule is, "simple things should be simple; complex things should be possible." One of the ways to design a simple user interface that can really do things is to take the hardest tasks imaginable and try to create convincing scenarios of how they might be done at all. Then the simplest tasks must be considered in the light of the structures postulated for the most complex. The simplest must rule. Force the interaction structures to do both without making the simplest and most done tasks suffer. (Brand, 1987)

The motivating motto of the "Woods Project" is "We must look forward to the electronic future."

(References available upon request.)

DOES EDUCATION MAKE A DIFFERENCE? A SURVEY OF GRADUATES

Shirley Holm

Program for Individualized Learning

University of Minnesota

Adult and external degree programs are accountable to a variety of audiences to demonstrate the success of their educational missions. College and university faculty, staff, and administrators want evidence that the programs deliver quality educational experiences that meet the standards and expectations of the parent institution. Do these programs reflect the academic rigor expected of higher education programs while continuing to adapt the educational model to meet the needs of adult students?

Equally important are the perceptions of graduates themselves. Did the degree have any effect on their employment after graduation? On their interest and ability to pursue further graduate study? Generally, how satisfied with their educations are graduates of nontraditional degree programs?

These questions provided the framework for a study of graduates from the University of Minnesota's University College Program for Individualized Learning (PIL). PIL is an individualized baccalaureate degree program that is nontraditional in both form and content. It is not credit based; a set of general graduation criteria is used to determine program standards. Students create the specific content of their programs. The primary people served by PIL are adults returning to the higher education environment after a number of years in the workforce. The average age of PIL students is 35.

A phone survey of PIL graduates was conducted to determine the effect the undergraduate degree has had on their lives. Graduates were asked about their career development since

graduation and the impact, if any, the degree has had on their professional goals. Did they pursue graduate work? If so, where and when? What effect did their PIL experience have on their graduate education? How satisfied are they with their experiences in an alternative undergraduate degree program?

Twenty one volunteer graduates and students of the program conducted the phone survey during the months of May, June, and July, 1989. Follow-up calling and mailings were done to insure a larger response rate. The survey population included all 454 students who graduated from PIL since the inception of the program in 1971 through the end of winter quarter, 1989. Graduation from PIL means that all degree program requirements were fulfilled and that all students were cleared by the University of Minnesota Records Office to receive the Bachelor of Science or Bachelor of Arts degree.

Eighty-four of the 454 graduates could not be located; current addresses and phone numbers were not available. The remaining 370 people were all contacted by phone or by mail. People who live outside of the United States and people who could not be reached by phone were sent written questionnaires. Two hundred and forty-nine people completed the survey for an overall response rate of 54.8%. Of those people for whom we have current addresses and phone numbers, the response rate for completing the survey was 67.2%.

The responses to questions of general satisfaction with the educational structure and usefulness of the degree in further education and professional development are quite positive.

For example, graduates were asked to rank on a four point scale their general satisfaction with their experiences in PIL. Of the 241 people who responded to this question, 181 (or 75%) were very satisfied with their experiences in PIL. Another 51 people (21%) were satisfied. Only nine people (4%) were moderately or very dissatisfied with their experiences in this nontraditional degree program.

Education beyond the undergraduate level is often seen by the academic community as an indicator of the value and rigor of the baccalaureate experience. Nearly half of the graduates surveyed had applied to graduate or professional schools. One hundred and eleven of the PIL graduates (44.5%) included in this survey applied to advanced degree programs and one hundred and four people (93.7%) of those 111 were admitted. This means that for this survey group, 41.7% of the respondents were admitted to graduate or professional schools. By comparison, a local public institution with a similar mission and student population as PIL has indicated that just over 20% of its graduates are admitted to graduate school.

This survey also investigated the effect of receiving a nontraditional undergraduate degree on subsequent employment opportunities. These data are being analyzed and will be presented in the final report. Clearly, however, PIL graduates remain involved in fields related to their degree work; 182 of the 249 respondents are currently employed in a job related to their PIL major area of concentration.

This survey of PIL graduates has provided data in a

diversity of areas and many issues need further analysis and investigation. The final presentation and report will examine such factors as gender and age and their impact, if any, on graduation rates, graduate school admission, professional advancement, and general satisfaction with the degree. Does the undergraduate degree area appear to make any difference on subsequent employment or education? How does length of time in PIL affect graduation rates? Are there any demographic or programmatic similarities among those people who were not satisfied with their PIL undergraduate experience? Further study of survey data should provide a rich resource for program assessment.

Additional specific information regarding program strengths and shortcomings was also gathered through interviews of a select group of graduates during August. Graduates offered suggestions for improving the program to better prepare people for future professional and educational challenges. In combination with the survey data, this information will help us to to provide University administrators, academic professionals in the field of adult and nontraditional higher education, and prospective adult students with concise information about the relevance and usefulness of a self-designed baccalaureate degree.

SELF-ASSESSMENT: Reflection on the Past Which Helps Set Future Directions

Kathleen Taylor, Professor, The College of Undergraduate Studies, The Union Institute, and
Catherine Marienau, Associate Professor and Graduate Program Director, School for New Learning, DePaul University

This paper describes the conceptual framework for an interactive workshop on the use of students' self-assessment as a central tool in the learning process. We have omitted, due to space limitations, much of the rich illustration from learners' own self-assessments, on which a good portion of the workshop is based. Thus also missing from this paper are the insights offered by the workshop participants concerning effective principles and practices of self-assessment.

In our two quite different programs, self-assessment has supported diverse learners' awareness of and integration with their own processes of intellectual, personal, and professional development and transformation. How does this occur? What conditions foster meaningful self-assessment? What are the functions of self-assessment? The first two questions are explored with the participants during the workshop. The third question we address briefly here.

Based upon our examination of self-assessments of learners in various learning contexts, we offer a tentative scheme for the function of self-assessment. Contained within self-assessments, individually and collectively, is vital information for both the program and the individual learner. One important function of

self-assessment is to provide educators with information from learners that we might not otherwise get--information which gives us glimpses into the life of the individual as learner and which gives us clue about our effectiveness as educators.

We learn through their self-assessments about important issues in learners' lives that can and do have significant effects on their learning and development. For example, the individual may be undergoing a crisis period, as in the case of one woman whose husband was hospitalized, and then "cat died . . . car died." Often crises or major transition periods require some intervention--e.g. advice on altering the student's pace and commitment to the study program, financial assistance, or counseling on personal matters. Any variety of issues may be influencing the learner's capacity for sustaining effective learning.

As educators, we can view students' self-assessments as a form of action research, gaining feedback on the effectiveness of our efforts as educators. From their reflections, we can learn about the strengths and weaknesses of our curriculum and pedagogy. For example, we hear in their own words what "workplace learning" means to them as a concept and in actual practice; and we get ideas about how to enhance that component. We get glimpses of where certain of our practices over-challenge or under-challenge students in their learning, and about where in the process our practices inhibit rather than promote students' progress.

Still from an educator's "external" perspective, we are able

to monitor, in tandem with the learner, her or his developmental growth and movement through the life course. Students come to "see some of the forces that worked to mold me the way I am;" they move from "unconscious self-growth to consciously being in control of my learning;" they gain "greater confidence in my abilities and knowing when I am doing college level work;" and they identify new learning challenges, such as--"I have a habit of dealing in black and white and I seldom see grey areas. I would like to be able to identify similarities in situations by forming generalizations about them." For another student "the real contest will be dealing with emotions and not concrete material."

The second major use of self-assessment is "internal;" that is, it gives the learner information on his/her own recent process of learning that can intensify, add to, or solidify that learning. It is apparent from the learners' descriptions that observing and articulating their growth helps to make those changes more concrete. The literature of adult development also underscores the value of self-reflection to support developmental change and emergence from embeddedness (Kegan, 1982; Sanford, 1980; and Daloz, 1986).

Particularly for adult learners, self-assessment can be an important step to the discovery, or rediscovery, or redefinition of self. This is especially true of women--who appear to be, overall, both more capable of or comfortable with the process of self-reflection and less definite about their self-definition.

In addition to an enhanced self-awareness, the process of

self-assessment can lead to greater self-appreciation and self-acknowledgement. Learners who have previously denigrated the self, especially the self-as-student, can develop greater self-confidence. As one woman describes her former self-perception, the acknovedged self is no longer "just an accumulation of events," but instead becomes the foundation for "a whole person" whose capabilites are felt as stretching beyond the academic process into the larger world.

Another aspect of self-validation is expressed when the learner acknowledges the challenges which he or she has faced in the process of completing the course. The lives of adult learners, especially, are never uncomplicated; family and work pressures often impinge on the time and attention necessary for school. It is important for the learner to be able to articulate both the problems and the successful coping strategies which were employed.

Such challenges are not always in the learner's environment. At times, it is the learner's self-made obstacle course which must be negotiated. These obstacles may manifest in diverse ways such as self-defeating attitudes and scheduling conflicts. In the first instance, her acknowledgement of having felt "awkward, confused, scared, ignorant, unintelligent" is a major step toward transcending that self-description. In the second, being able to identify one's avoidance patterns is part of the process of rendering them less powerful.

In addition, the requirement to document reflection can lead to unanticipated learning which may go beyond the subject matter.

One woman discovered that the difficulty she had with assignments in which she had to express her opinion "did not occur to me as I was trying to write the papers. It only occurred to me right now, as I'm typing this [self-assessment]." Increased introspection may also result in learning of unexpected depth and generalizability, as when another learner described as "profound" her discovery, during research on sexuality, of the "liberating and limiting effects of labeling oneself and others."

Self-assessment also provides learners with an answer to the question "so what?" *What is this learning <u>for</u>? What will it (and I) accomplish in the world, once I've completed this baccalaureate process. Why is this learning meaningful to me or useful to others?* Particularly to the adult learner, who doesn't have the immortality of a twenty year old, these are compelling questions. Yet, despite their age and varied experiences, adult learners are not necessarily any clearer than their normative-aged counterparts when it comes to choosing a particular area of study or about what they want to be when they "grow up." Nevertheless, as Erikson has suggested, "Where the processes of identity formation are prolonged . . . 'knowing where one is going'" contributes to "psychosocial well-being" (1959). By learners' own reports, self-assessment has "forced [them] to look inside" and examine their reasons for pursuing the fields they have chosen.

And, finally, there is the development of "voice" as described by Belenchy, et al. (1986). As one poignant example, a woman in her first quarter of reentry wrote, "I am learning not

to feel stupid or ignorant in asking [questions]." It is possible for such learners to track themselves through various developmental stages, and in so doing, to enhance their process of growth and change.

To end on a balanced note, not all self-assessments accomplish the purposes outlined above. Some learners resist looking inward. The tendency for these learners is to write about the course, about the instructor, about anything <u>but</u> self. Such self-assessments seem to follow the format of a post card from summer camp: "I'm having fun and doing a lot of neat stuff and I like the counselor."

As with any potentially useful pedagogic tool, some learners will make better use of it than others. The same might be said of faculty. Those who themselves resist introspection will not encourage it in others. These faculty will "find" that self-assessment is a useless, tedious process; they will acknowledge the <u>learners'</u>(!) dislike of it and suggest that there is enough substantive work that must go on in their courses that it is an imposition on the learners to require something which garners such insignificant results. Their expectations will be met; few self-assessments of merit will be written in their classes.

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PART-TIME FACULTY, ADMINISTRATORS, AND LEARNERS: ADVERSARIES OR PARTNERS IN THE LEARNING CONTRACT

Anthony W. Corso, PhD, Chairman, Management Program
and
Lillian Barden, PhD, Asst. Professor
St. Mary's College of California
School of Extended Education

Introduction

This paper examines the concept of the "Psychological Contract," explores its relevance to adult education in terms of the three major "contractees" (students, faculty, and administrators), reports on our and others' research findings which seek to define the needs, perspectives, and expectations of all three parties, and traces the implications of a psychological contract in terms of teaching, administration, and academic quality. Finally, the paper relates how the concept of a "psychological contract" is operationalized in a large and diverse School of Extended Education which provides degree programs for adult, working professionals throughout the greater San Francisco Bay Area.

The Psychological Contract

The concept of a psychological contract is receiving considerable examination in the corporate world and is judged by many theorists and practitioners as having enormous importance to contemporary management and supervision. Psychological contracts are generally defined as explicit or implicit agreements between individuals who are involved in one way or another in the accomplishment of some mutually agreed upon task. Briefly, and at times, profoundly, such contracts specify what each expects to give and receive from each other in terms of fulfilling personal needs and goals. Such contracts recognize that individuals joined in a working relationship have a multiplicity of needs and expectations and that the maintenance of productivity and high levels of motivation demand an

explication of such requirements and their satisfaction to the degree possible. The process of psychological contracting recognizes individuals as developing, maturing and evolving, and in need of support as they move toward self-fulfillment as individuals and professionals.

According to Goddard, corporations now recognize that employees come to work with a diversity of needs and expectations--security, stability, reasonable supervision, appropriate responsibility, job contentment, acceptance by others, attainment of power, recognition and reward.[1] These must be addressed, nurtured, and supported if the organization is to succeed in accomplishing such traditional objectives as high productivity, profitability, and a stable workforce.

The application of psychological contracting would seem to have considerable currency and relevance to educational institutions facing an influx of adults and the realities of demographic trends. As Cross succinctly states, "The United States is becoming a nation of adults."[2] She explains, ". . . By the year 2000 the population will be dominated by persons in their middle years. . . the largest age group will be thirty to forty year olds, with a rising curve for forty-five to sixty-four year olds."[3] To Cross the implications are predictable:

> . . . as many as forty million Americans are in a state of transition about their jobs or careers; 60 percent of them say that they plan to seek additional education. . . . the most likely candidates for college degrees are adults who started college degrees but failed to finish. . . we could assume that some six million adults who have completed one year of college would like, for personal satisfaction or financial reasons, to get at least a two-year college degree; and ten million more may have unfulfilled aspirations for a four year degree.[4]

Even our most tradition-bound colleges and universities, which have seemed at times impervious to change, are moving to respond. As recently noted by Schlossberg, Lynch, and Chickering: "This demographic revolution will create an educational revolution . . . higher education professionals will be forced to revolutionize their work."[5]

Whether or not all educational institutions will move or transform to the degree critics deem necessary in light of the new clientele, the adult learner, is somewhat problematic. As the above authors describe the challenge:

> To deal <u>effectively</u> with the older students will require understanding

> of their motives, the realities they face, and their orientations toward family, work and citizenship. It will require understanding what competence and knowledge they seek and the ways in which they learn.[6]

In this respect, Donald Schon asks faculty and administrators to view themselves as "reflective practitioners" conjoined with adult students as colleagues in a mutual enterprise of institutional transformation.[7] The institutional response can be one of proactive involvement or conflict, confusion, and frustration. A contracting process uniting faculty, administrators, and adult students as partners versus adversaries requires open dialogue, discussion, sensitivity to each others predicament and needs, a relinquishment of roles, and a willingness to experiment and change.

Admittedly, this is new territory calling for the creation of formal and informal contracts among all the participants--faculty, administrators and students. As recently postulated it implies an on-going dialogue, continual self-assessment, an openness to change, and a capacity to question existing assumptions, conventions, and norms. Of paramount importance is the definition and analysis of the needs and expectations of those who come to the learning enterprise and an articulation of how they might be accommodated and met. What follows is our interpretation of the participants in the educational contract in adult degree programs and an attempt to define the implications that derive.

The Administrator in Adult Degree Programs

Administrators in adult degree programs, particularly those in professional disciplines catering to adult, working students, are subject to a variety of economic, logistical, and academic constraints. Highly dependent on part-time faculty to provide both professional expertise and economic flexibility, administrators must handle both employees and clients who are not readily available physically or in normal time periods. In addition, they must contend with being considered something of an anomaly by traditional academics suspicious of new disciplines and nontraditional students and programs, and often must try to bridge the gap and balance differing agendas between the on-campus and off-campus constituencies.

Business disciplines in general, both traditional and non-traditional, also face increasing shortages of doctorally qualified faculty which has become a sore point in meeting more stringent accreditation

standards. Furthermore, practitioners with notable professional experience and masters degrees, (e.g. MBAs) may be more appropriate teachers of working adults. Administrators must also be responsive to the changing environment and complexity of the business community which they serve, in curriculum as well as in flexible educational delivery systems, while maintaining visibility and impact in a highly competitive academic market.

In our 1987 research project designed to examine the characteristics, experiences, and concerns of part-time business degree faculty in the San Francisco area, a number of academic administrators were interviewed to elicit their assessment of the issues impacting their programs and faculty.[8] These administrators were all male, which is likely characteristic of business disciplines, primarily middle-aged, with extensive professional as well as academic experience. They maintained broad contacts in the business community and felt that, whether their programs were traditionally or nontraditionally oriented, they differed significantly from other campus programs. Their students were more likely to be older, working professionals and their faculty more involved in their professional careers than in academic concerns, less dependent on academia economically, and more likely to be a practitioner than a theorist. They indicated consistent growth in both the number and variety of students and in the program specialties designed to meet industry demands which put them at odds with traditional disciplines experiencing declining enrollments and resources.

Administrative Needs and Expectations

The needs and expectations of these administrators, which they expect to be understood and supported by their faculty and students, can be outlined as follows:

- Academic validation and acceptance by both external groups (accreditors, other academic institutions, and the business community) and internal groups (main campus administrators and faculty).
- Equitable allocation of institutional resources based on their contributions to the institution. Often business programs are looked upon as a necessary evil to support other more "academically sound" programs.
- The maintenance and improvement of program quality to meet academic demands and improve marketability in the business community.

- Recognition of their achievements and efforts in a competitive, dynamic, and demanding role.

Administrative Expectations of Adjunct Faculty

As in any employee-employer relationship, academic administrators expect of their part-time faculty loyalty, support, and productivity. Specifically, administrators would wish part-time faculty, in their professional and organizational capacities, to legitimize programs by supporting and promoting their value and visibility, and by consulting on matters related to program improvement and curriculum content. Administrators also voiced a need for adjunct faculty to maintain standards of excellence in teaching and in their professional development to reflect credit on the institution. To enhance administrative efforts, faculty are expected to adhere to program policies and procedures, to comply with administrative requests and deadlines, and to participate in institutional activities which can reduce conflict and misconceptions about program value among other campus constituencies. Finally, administrators also expect that faculty concerns and criticisms be handled internally and constructively so as not to negatively impact the program's reputation with students and the community.

Administrative Expectations of Adult Students

As clients and customers with a vested interest in product quality and service delivery, students also play an important role in meeting the needs and expectations of administrators in the psychological contract. Besides the obvious need to fulfill their financial obligations to sustain economic viability, students are expected to comply with agreed upon academic standards, policies, and procedures. Customers in any industry are also a major source of new business and in that academia does not differ. Students who demonstrate the program's contribution through their growth and professional achievement present positive examples to attract prospective students.

Students are also expected to contribute to program quality through their participation in classroom activities and by providing prompt, constructive feedback on curriculum content, teaching quality, and other issues of concern for administrative effectiveness. Their willingness to

support the program in their professional and organizational communities greatly enhances administrative credibility both internally and externally. Administrators also hope that students indicate their support of administrative efforts more tangibly through public expressions of appreciation, and by becoming active and supportive institutional alumni and professional mentors to new students.

Whether adjunct faculty and students meet the needs and expectations of the administrators will depend greatly on whether the administrative systems are designed to facilitate communication and provide needed feedback and information. If the other parties to the psychological contract feel that their needs are being ignored or frustrated, or that administrators are viewing them solely for their economic contributions, they are not likely to provide the support and recognition that administrators need. Relationships will deteriorate with each party intent on fulfilling its own needs at the expense of others, leading to non-productive, adversarial positions which can cripple communication, productivity, and program quality.

Part-time Practitioner Faculty

Adult degree programs, particularly in professional fields and disciplines, rely heavily on part-time instructors who are full-time practitioners. To understand the nature of the psychological contract as it is perceived by the part-time practitioner faculty it is important to understand their professional and academic backgrounds, motivations for teaching, and attitudes toward their academic relationships.

In our 1987 study nearly six hundred part-time instructors in eight diverse San Francisco Bay area business degree programs responded to a questionnaire designed to provide an academic and professional profile and to describe their academic experiences and perceptions. The programs included were in accredited public and private institutions, traditional and nontraditional formats, with a diversity of graduate and undergraduate degree offerings.

One objective of the research was to determine if part-time faculty in business programs differed from what previous studies had revealed about part-timers in all disciplines. The research revealed that business part-timers differ more in degree than in substance in most areas. Like other

part-time faculty, the business part-timer is subject to fluctuating enrollments, is minimally compensated financially, and is used primarily to teach in nontraditional times, places, and programs. He or she, more commonly he (82 percent), is recruited locally and informally, receives little recompense for excellence or longevity of service, and has minimal access to developmental resources. Like other part-timers, the business instructor usually teaches only a few courses, has limited, if any, impact on academic governance, generally no protected right to continued employment, and often feels isolated from, and disregarded by, the institution.

The respondents in the study were more predominantly male than were part-timers in general; far fewer came from an academic occupational background or had full-time academic aspirations; more taught graduate-level courses and worked full-time in business or industry. Their attrition level as instructors was fairly high. Individual instructor comments on their professional and personal motivations emphasized community and professional service and the value of their "real-world" experiences for students. Their need to keep current in their field outweighed supplementing income as a secondary motivation.

Adjunct Faculty Needs and Expectations

A third of the study's respondents included comments on their needs and concerns and from these one can make some general assumptions about factors that would have to be considered in any attempt to develop psychological contracts with other participants. Some of the most important include:

- Appreciation from both students and administrators of their experiential contributions to the educational process.
- Opportunity for growth academically and professionally through peer affiliation and institutional development.
- Equitable evaluation and recognition of their value and significance as an educational resource.
- Support and communication from the institution to enhance their teaching effectiveness and sense of connection with the academic mission.
- Participation in curricular and governance decisions.

Faculty Expectations of Administrators

Adjunct faculty need assurances that their contributions to the educational process are appreciated and expect administrators to make explicit the value of their professional expertise and experience in program promotion. In assessing the part-timer's qualifications, they expect administrators to value equally both their professional and academic credentials. Part-timers often find their second-rate status in traditional academia surprising and disturbing since they are respected and competent in their primary careers. Administrators can be helpful in providing some understanding and insight about academic attitudes and values to reduce dissatisfaction and gain support. Administrators might further develop part-time faculty integration in the academic culture by actively providing opportunities for participation in institutional governance and decision-making processes. Providing regular avenues for peer interaction and support can also significantly improve the part-timers' perception of the academic commitment to their needs.

While part-timers may bring to the classroom professional expertise and practical knowledge, they often have not had the opportunity to develop their teaching skills and expect administrators to provide the training and developmental activities to improve their instructional skills and techniques. With major constraints on their time, adjunct faculty expect academic support in accessing learning resources and updated materials. While many use their primary organizations for office services and space, they still need logistical support. Responsive communication systems are a necessity to prevent the part-timer from feeling isolated and ignored.

As performance-oriented professionals, part-time faculty often demand equitable systems to evaluate and reward longevity and achievement. They view such demands as reasonable expectations and often discover these are systems which typically academia does not provide for part-time faculty. Adjunct faculty need to feel valued by the institution, given the opportunity to plan their teaching assignments in advance; be provided full information on policies, procedures, and evaluation criteria; be responded to promptly when concerns are expressed; and be involved in the development and evaluation of curriculum content.

Faculty Expectations of the Adult Student

Adjunct faculty also have expectations of the adult students, assuming that they are also achievement-oriented and actively support and value the expertise and experiences of the instructor. Since both students and instructors are primarily working professionals, faculty expect a high degree of performance. What is expected is a timely compliance with academic requirements, active participation in the classroom, and prompt communication and feedback on progress and problems. Faculty assume recognition that adult learning is a collaborative exploration and that, while the instructor may be knowledgeable in a particular subject area, students often have valuable expertise and experiences that can expand the instructor's knowledge. Many faculty comment that they often learn as much in the classroom as their students do.

Whether faculty needs and expectations are met will often depend on their recognition of their responsibility in the psychological contract. As professionals and managers in the business community, they should have a particular appreciation of administrative problems and, as working adults, a similar empathy for the concerns of their students. If they perceive their responsibility simply to deliver information, do not actively participate in program quality, and lack appreciation of adult learning needs, they will find their role sterile and unfulfilling.

The Adult Student

While adult students can be extremely diverse in terms of their status, age, and careers, as well as stages in their personal and professional development, those involved in adult education seek to define common sets of needs and expectations. What follows is a description of adult students from a psychological perspective as obtained from the literature and from our experiences. Over the last six years we have obtained an articulation of the central needs and aspirations of our adult students at student-faculty meetings, through individual counseling sessions, and informal discussions. For purposes of exposition they can be roughly categorized under the following major headings:

- Self-esteem and achievement to validate the meaning and significance of their life experiences.
- To learn how to learn.

- Overcome barriers to growth, negative self-image, and educational anxiety.
- Professional and occupational growth and development.
- Responsive administrative systems.

Self-Esteem and Achievement

Of paramount concern is the observation that adults students suffer very low self-esteem especially in terms of previous academic performance. Many of them consider themselves "drop-outs." Some left academe because of financial difficulties, family or job responsibilities. Others were not prepared to undergo the rigors of study, and received poor grades; many of high intelligence were bored or frustrated as younger college-age students. Such "black marks" are not easily erased despite the fact that they are highly successful in their current professional lives.

While they re-enter with a new determination and commitment, they may be hyper-sensitive about their identity, in need of recognition for what they have achieved, and needy in terms of a reinforcement of their self-esteem. Often they want to be colleagues with faculty, demand authentic relationships, support, and fair evaluations. They are intolerant of bureaucratic or rigid administrative policies and procedures. What one often hears is that they want to know they matter and that they have a voice in shaping their education which in turn supports their value and self-image.

This suggests administrative systems that are truly open, participatory, and flexible--systems which monitor and evaluate their activities in terms of client input and service; systems which are staffed by administrators who can operate authentically and non-defensively, without rules and titles; systems that envision respect for clients, honor their diversity, and serve their needs; systems which advocate on the client's behalf and, in particular, systems which count professional and personal achievement.

For faculty the demands are similar; the intensity of contact is greater and more instrumental. Faculty are often expected to become mentors, guides, "spiritual leaders," critics and supporters. Adult students wish to be accepted whatever their individual differences. They

desire opportunities to express their particular needs and expectations and want faculty to strive to provide the resources, frameworks, and, opportunities related to such expectations.

Learning How to Learn

Adults further expect to be involved in learning systems that provide meaningful assignments, that relate concepts and ideas to their life situations, and allow for examination and criticism rather than indoctrination. At a minimum administrative systems are asked to respond by hiring faculty who are comfortable with facilitation, who view teaching as more than providing information, who welcome challenges to their own ideas, and who can lead in discerning ways to learn and developing new knowledge.

Overcoming Barriers to Growth

Re-entering adult students are frequently ill-prepared for rigorous academic studies. Their personal or professional lives are often in transition; they bear a heavy family responsibility; significant others or co-workers may be non-supportive or even threatened by their return to school. More often than not some fifteen or twenty years have elapsed since they were students. In this regard, they often lack study skills, are ignorant of basic composition, and haven't been exposed to current literature in their own fields. For these and other reasons they re-enter with a fear of failure, a fear made more acute by the fact that they are very successful in their professional lives and dread becoming vulnerable in the new environment of academia.

In terms of the above profile, the challenge to administrators is to provide for the design and development of educational prep programs—workshops, seminars, or tutorials that overcome the deficiencies hindering academic performance as well as to incorporate, within the context of the curriculum, opportunities for skill development (reading, writing, critical thinking) within individual courses.

For faculty the challenge are to implement innovative teaching methods which acknowledge the parallel tracks of skills and knowledge, to experiment with a broad array of educational technologies, and to provide meaningful individual evaluation and feedback.

Professional and Occupational Growth

Given changes occurring in the American economic system and corporate world, many adult students find themselves struggling to maintain their current positions or to find alternative positions as job displacement becomes an expanding reality. What they demand are educational programs and courses that are meaningful in terms of their professional lives, that provide learning for job mobility and new opportunities.

It would seem logical to conclude that administrators must ensure a currency and relevancy of their offerings. Ways must be found to network with the external environment to determine developments and issues enveloping the professional fields. Typically, faculty members have been recruited who are themselves employed professionals and who bring a useful perspective and insight to the learning process. Other responses include the incorporation of professional journals, instruction in computerized information systems, special workshops on critical issues, the use of guest speakers to supplement the teaching faculty, and research projects that analyze outside phenomena or test the application of theory to professional practice.

Administrative Systems

Adult students voice notable disdain for bureaucratic red-tape, useless paperwork or forms and, in general, unresponsive systems. As educational consumers they demand service fully aware that they can "shop elsewhere." They request programs that are convenient, offered at times and locations appropriate to their schedules. They also wish a clear indication of academic requirements, course content, expected performance or evaluative criteria. While they seldom object to the amount of required work and commitment, they judge ambiguity as intolerable. Students also expect a certain degree of voice and participation in policies and procedures which impact upon them; they are willing participants in decision-making when the opportunities are presented. In this regard, the desire is for administrative systems which are client sensitive, mutable, flexible, and open to challenge at times. Faculty are frequently expected to advocate on students behalf "against the system."

At this juncture what we have been able to describe provides only a

sketch of some of the major perspectives, needs, and aspirations of the potential contractees in a psychological or learning contract. A fuller description is contained in the matrix to be found in the Appendix wherein we have focused upon each of the participants, listing each of their particular needs, and possible responses from the remaining two parties. The rest of this paper is devoted to our experiences in the School of Extended Education at St. Mary's College relating how such considerations have shaped administrative systems, policies, and procedures and describing the behavior of those involved in providing educational opportunities to an expanding student body.

The St. Mary's College Experience

St. Mary's College, located in the San Francisco Bay area, has for twelve years offered an extensive array of external degree programs for adults through its School of Extended Education. Presently serving some eight hundred students in forty-eight, off-campus sites located within a 100 mile radius of the main campus, the School employs some 120 part-time instructors; the majority are experienced managers employed in a variety of organizations.

Students are primarily working adults (average age is thirty-nine) interested in a high quality, challenging, and intensive program which recognizes the value of their professional and personal experience. Classes are organized in clusters of about fifteen to twenty students who have attained undergraduate senior or graduate standing and who attend classes one or two evenings a week for fifteen to twenty-four months, depending on the particular degree objective.

In terms of fulfilling the needs and expectations of the academic psychological contract, the School has developed a variety of systems and structures which allow for an explication of participant needs and aspirations and responses to them. What follows is an outline of the particular approaches currently used:

Student Structures

- Courses and programs offered at convenient times and places.
- Academic credit awarded for life and professional experiences.
- Academic and personal counseling available on a one-to-one basis.

- Developmental workshops and supplemental seminars provided to upgrade study habits, academic and professional skills.

- Student clusters constituted as supportive groups remaining together throughout the program creating a collaborative rather than a competitive learning environment.

- Students elect a cluster representative who acts as a bridge for student, faculty, and administrative issues and concerns. All cluster representatives meet monthly on campus as a student senate.

Curriculum

- Curriculum designed through ongoing collaborative efforts of faculty and administrators in response to student critiques and needs.

- Curriculum emphasizes the application of theory in explaining and informing practice in contemporary organizations.

- Ample opportunity provided for students to contribute their experiences to the analysis and definition of theoretical concepts.

- Courses designed using a competency based model which allows for concentrated coursework and outcome assessment.

- Students are challenged to become active participants in the learning process through the design, planning, and implementation of an at-work organizational change project of significant dimensions.

Part-time Faculty

- Aggressive faculty recruitment process to identify faculty with not only subject area expertise and professional experience, but who also demonstrate sensitivity to the needs of adult learners.

- A formal assessment process looks at faculty skills in group facilitation, student evaluation, and communication.

- Faculty evaluated, nurtured, and supported to attain teaching excellence through faculty workshops and convocations, peer observation and mentoring, and student evaluation.

- Regular raises are awarded on the basis of continued success in teaching.

- Faculty given an active voice in shaping College and School programs and policies by serving on curriculum committees, advisory boards, and the Academic Senate of the College.

- Outstanding faculty are chosen to act as core faculty in each program. They are directly involved in curriculum development, faculty review and coaching.

- Networking opportunities provided on a regular basis. A faculty newsletter, designed and written by faculty, provides a forum to address issues of concern and to publicize their activities and achievements.

Teaching

- The College and School emphasizes teaching excellence and student service versus a "publish or perish" environment.

- Instructors and students are given detailed course syllabi to ensure subject coverage and equity of student requirements.

- Teaching guides and instructional resources continuously updated through faculty contributions and student critiques.

- Students expected to assume part of teaching responsibility by acting as "peer educators," regularly making presentations, sharing organizational experiences, and critiquing each other's work.

- Teaching evaluation criteria developed collaboratively by students, faculty, and administrators to fully describe ideal instructor performance including such factors as enthusiasm, openness to alternative viewpoints, authentic commitment to students, degree of self-confidence, sense of humor, and ability to facilitate learning.

Administrative Structures

- Administrative responsibilities assigned on a specialized basis to develop personnel knowledgeable and responsive to student problems.

- One person recently designated as academic ombudsperson to hear and assess student problems, compile necessary documentation, and present to administrators and faculty for timely feedback and resolution.

- Program administrators also serve as full-time faculty to increase academic oversight, understanding of student concerns, and continuity of curriculum development.

- Counselors assigned to a cluster remain as advisors throughout program to provide continuity of student contact.

Observations

What has obtained from our research and experiences at St. Mary's College as well as from a reflection upon the growing literature in adult education is a realization that we are only beginning to understand the implications and transformational power contained in the concept of a "psychological contract." In the final analysis we are describing open,

flexible administrative systems managed by equally open and flexible people. More importantly, we are speaking about client-oriented systems that are participatory and open to an agenda of student needs and expectations.

As an example of the complexity, our adult students have proven to be extraordinarily more diverse and complicated than we might have predicted. Their stages of development, life situations, and aspirations have generated a continuing series of administrative changes, program and curricular revisions, additional counseling services, and the expansion of learning and faculty resources. In terms of faculty, we have redefined qualifications for teaching excellence, expanded the number and breadth of faculty resources, instituted faculty training programs, and initiated structures for fuller faculty involvement in administrative deliberations.

This process of continual modification is not foreign to those who understand the operation of organizational innovation but it does present some difficult dilemmas and problems. First, there is an ongoing need to legitimize the innovation before funding sources, more traditional faculty and administrators, and outside employing corporations or organizations. Secondly, the dialogue that is demanded with all parties is both time and energy consumptive, especially when one contemplates adding such discussions and meetings to an already burdened work load. Third, there may be fluctuating and unpredictable resources available from the sponsoring institution. Budget committees and offices are seldom manned by individuals who have a knowledge of adult education and a sensitivity to the special needs of adult students.

Despite such barriers and impediments, those who have been involved in adult education at St. Mary's College over the last twelve years still see it as a rich experiment, a journey full of surprise and promise. It holds enormous rewards, not only for those adults and faculty involved, but for the entire academic community in its search for quality education.

Notes

1.Robert Goddard, "Inside the Psychological Employee," Management World, March/April 1988, pp. 25-26.

2.K. Patricia Cross, Adults as Learners (San Francisco: Jossey Bass, 1981), p. 3.

3.Ibid., p. 2.

4.Ibid., p. 18.

5.Nancy Schlossberg, Ann Lynch, and Arthur Chickering, Improving Higher Education Environments for Adults (San Francisco: Jossey Bass, 1989), p. xiii.

6.Ibid.

7.Donald Schon, The Reflective Practitioner: How Professionals Think in Action (New York: Basic Books, 1983), pp. 288-292.

8.Lillian Barden, "Part-time Faculty in Business: Profiles, Perceptions, and Potential" (Ph.D. Diss., Golden Gate University, 1988).

The Psychological Contract in Professional External Degree Programs for Adult Students

Academic Administrators
Male, professional experience, terminal degree, non-teaching, extensive connections in business community.

Needs/Expectations	Role of Adjunct Faculty	Role of Adult Students
Academic validation and acceptance from external sources (accreditors and other schools) and internally from on-campus traditional programs.	- Willingness to follow prescribed policies and procedures. - Participation in legitimizing the program by support and promotion in community, classroom and school. - Being a positive visible presence with external/internal observers. - Maintain standards of quality in classroom and in profession.	- Comply with academic standards on grading, assignments, attendance, and other requirements. - Participate in promotion and marketing within organizational and professional contacts. - Behave as a positive role model in community and professional relationships. - Achieve in chosen pursuits and demonstrate usefulness of education.
Equitable allocation of institutional resources.	- Become program advocates in dealings with other campus representatives. - Promote professional and organizational moral and economic support of program.	- Fulfill financial obligations to the institution. - Represent program positively in interactions with other students on main campus. - Provide organizational and professional validation of program in presentations and publications.
Maintain and improve program quality and reputation.	- Provide professional advice and updated resources to students and for curriculum development. - Evaluate and test curriculum changes in ongoing assessment.	- Constructive evaluation of faculty and curriculum. - Serve on curriculum committees. - Willingness to discuss personal and professional needs. - Maintain a full commitment to the learning process.

146

147

Recognition of achievements and efforts.	- Demonstrate loyalty to program and its objectives. - Provide positive feedback and support. - Participate in efforts to improve program quality and visibility.	- Communicate fully with administrative personnel. - Provide tangible communication on program and personal achievements. - Become active and supportive alumni.

Adjunct Faculty

Predominantly male, no extensive academic environment exposure, mostly with masters degrees, locally recruited, expertise in specific professional areas, motivated by need to contribute to educational process and stimulation of teaching.

Needs/Expectations	Role of Administrators	Role of Adult Students
Appreciation of their professional expertise and experience in the educational process.	- Making explicit the value of professional experience in recruitment/selection process. - Equally weighing/crediting experience with academic degrees. - Publicizing faculty professional achievements.	- Reinforce/recognize validity of experiential knowledge in the learning process. - Sharing their own professional experiences. - Providing feedback on organizational application of learning.
Opportunities for professional and academic growth.	- Provide developmental activities: workshops, seminars, convocations. - Invite participation on curriculum development. - Provide teaching support in techniques and resources. - Create avenues for peer interaction and support. - Provide access to learning and research resources. - Provide opportunity to expand teaching areas and formats.	- Provide fair and competent evaluation. - Demonstrate willingness to recommend improvement. - Actively contribute learning material and experiences. - Participate in the teaching process by presenting material and facilitating discussion. - Enhance understanding by discussing particular organizational cultures, systems, and concerns.

Equitable evaluation and recognition of institutional value.	- Progressive salary improvements. - Significant teaching awards. - Provide long term planning for teaching assignments. - Provide opportunities for advancement. - Regular peer/administrative review of teaching ability. - Equitable recruitment/selection standards. - Opportunity to achieve financial support for educational advancement. - Provide students who meet consistent standards of ability.	- Conscientious and timely evaluation. - Willingness to participate in recommendations of achievement. - Provide letters of recommendation when requested. - Respect professional and personal reputation of faculty. - Adhere to established norms of performance.
Support and communication.	- Provide secretarial/office resources. - Regularly communicate about matters of interest and concern. - Provide comprehensive policy and procedural guidelines. - Provide means for faculty mentoring and coaching. - Promptly feedback evaluation results and reports.	- Demonstrate appreciation and tolerance of logistical constraints on availability. - Provide constructive, specific evaluation comments. - Communicate concerns/problems in a timely manner. - Understand and demonstrate appreciation for the demands of teaching adult students.
Participation in decision processes.	- Invite involvement in curriculum and policy committees. - Integrate into governance structure of campus. - Clearly define academic issues, concerns, and constraints. - Provide responsive systems for the resolution of student/faculty conflicts.	- Participate in setting and supporting standards for student responsibilities and requirements. - Promptly communicate potential areas of conflict and problems. - Collaborate in establishing equitable and reasonable evaluation standards.

150

151

Adult Students

Mostly working full-time, family and business constraints, average age mid to late 30's, diverse educational and experiential histories, focused on employment advancement and validation of expertise.

Needs/ Expectations	Role of Administrators	Role of Adjunct Faculty
Self-esteem and achievement to validate meaning and significance of life experience.	- Recognition of life experiences in admission criteria. - Equitable evaluation and assessment of prior learning. - Positive feedback on progress. - Respect for students as clients with a voice and a say in issues that effect them. - Timely feedback on educational achievements and shortcomings. - Provide clarity on educational expectations in a structured environment.	- Assist in reviewing past experience and abstracting learned concepts. - Demonstrate appreciation for what is learned professionally and personally. - Respect and acceptance of a variety of learning achievements and maturation. - Authentic interactions which reflect recognition of and respect for an adult to adult relationship.
To learn how to learn.	- Allowing for curriculum that emphasizes learning rather than information alone. - Provide support and resources for independent research.	- Encourage discussion of resources for self-learning and analysis. - Facilitate the synthesis of experience and theory through practical application practice. - Demonstrate a willingness to use a variety of teaching techniques to document alternative ways of knowing.

Overcome barriers to growth, negative self-image, educational anxiety.	- Provide faculty who are sensitive to individual needs. - Provide workshops, orientation activities, seminars, and avenues of group development and support. - Provide administrative systems that recognize the constraints on adults and are flexible in meeting their needs.	- Encourage development of critical thinking and communication skills. - Actively listen and provide appropriate feedback. - Demonstrate empathy and respect for other points of view. - Emphasize cooperative group learning not competitiveness. - Encourage individual development by affording opportunities for achievement and recognition.
Professional and occupational growth and development.	- Ensure currency of programs and curriculum. - Offer career counseling and workshops designed for adult job seekers. - Create networking resources. - Offer specialized skill development workshops to supplement the regular program. - Provide faculty with range of professional expertise and experience.	- Incorporate career definition and planning in courses. - Be positive professional role models. - Provide meaningful and relevant material for professionals. - Stay abreast of current developments in field. - Use profession connections to provide guest speakers to enhance curriculum offerings.
Responsive administrative systems.	- Design client oriented systems to meet practical and logistical needs of adults. - Minimize red-tape and paperwork. - Promptly respond to concerns and requests. - Be open to student input on improving administrative systems. - Ensure geographic availability of administrative and educational services.	- Comply with academic and administrative requirements in a timely and complete manner. - Consult with administrators on systems design and improvement. - Be willing to intercede and act on student's behalf to smooth administrative processes.

154

155

UTILIZING YOUR PC IN RECRUITMENT AND RETENTION IN AN EXTERNAL DEGREE PROGRAM FOR ADULT LEARNERS

Judith Swan
Extension Program Coordinator
Wayne State University

Wayne State University, located in Detroit, Michigan, is a national research university with an urban teaching and service mission. It is organized into major academic units--schools, colleges, divisions, centers, and institutions. The College of Lifelong Learning is the college discussed in this paper. It is composed of three divisions: the University Studies/Weekend College Program, Metropolitan Programs and Summer Sessions, and Division of Community Education. The University Studies/Weekend College Program is the degree granting arm of the college. Metropolitan Programs and Summer Sessions operates several extension centers offering credit and non-credit programs, implements the summer session on a university-wide basis, and conducts other credit and non-credit programs. The Division of Community Education offers a transition program for students at risk within the University environment.

The Weekend College Program is an adult degree program offered on the University's main campus and at locations throughout the Detroit metropolitan area. There are two flexible adult degree programs offered: Bachelors of General Studies and a Bachelors of Technical and General Studies for students who have earned an Associate of Applied Science degree. The program was established in 1974 to make university education more accessible to adults with family, work , and other responsibilities. The curriculum design allows students to focus on a single, broad theme each semester and provides course sequences planned to assure a broad-based, general education. Each theme is presented through groups of distinct but coordinated courses using a combination of teaching methods which include workshops, television courses, weekend conferences, and directed studies.

Promoting programs to non-traditional populations may require innovation as well as a planned and deliberate effort. "There are two major objectives for promoting weekend and shopping center programs:

"awareness--a continuing process

"enrollment--geared to securing immediate enrollment responses." [1]

In the Weekend College, the Program's flexibility and geographical diversity provide great strength; however, at the same time, they create a special challenge to the creativity and perseverence of those who endeavor to spread the 'good word' of the Weekend College Program. This educational opportunity with an interdisciplinary studies theme is a very contemporary educational product which can grow by implementing a contemporary tool--the personal computer. To provide a rationale for utilizing this 'high-tech tool', a word about marketing theory as it relates to higher education is appropriate. "Marketing professionals speak of the four 'Ps' of marketing--product, place, price, and promotions. As related to higher education, product means the courses and degrees and the teachers of these courses; place means where the courses are offered; price is the tuition or cost of the courses; and promotion means marketing the courses to meet the needs of students who are the buyers."[2]

Initially, the objective of these endeavors was to promote the educational opportunity for a general studies degree within a particular geographic area and with groups of potentially interested students. The task of compiling a data base or bases and a variety of promotional materials will be an on-going effort requiring access to a personal computer and applicable software. Beyond the equipment required the project requires the interest and initiative to build a customized contact file with regular updating to be utilized in disseminating information.

Strategies were developed to include only methods available at no cost. Incorporating their use into planning and organization of recruitment and retention goals has been worth the time and effort involved. It is possible to develop methods that are quickly and easily implemented throughout the academic year as necessary.

Cable television companies offer a community channel or a community bulletin board on which public education can run announcements regarding their programs. In some organizations the programmers wrote the announcements based on printed information provided them; whereas, other stations required information be supplied in a specific format. With all the contacts, details were supplied several weeks ahead so the announcement appeared for approximately one month prior to the date of the scheduled activity such as orientation or registration. After entering the information onto a data disk, it was simply necessary to retrieve the mailing addresses and print labels, or several sets of labels, so that they may be used for several mailings. Pertinent details and requirements for each cable company involved were obtained by telephone and entered on the data disk. Local newspapers also devote complimentary space to public service announcements of interest to readers in their particular locale and

were implemented in much the same way as cable. Announcements were short and concise. Just as with cable, they were mailed to the individual responsible for preparing and editing the community calendar.

Another valuable feature of the PC was its ability to assist in the creation of promotional copy of all kinds. Based on the hardware available and the outcome desired, selection of an appropriate piece of software is the beginning of customizing some effective cable announcements, news releases, fliers, and pamphlets. There were two types of brochures designed. First, a brochure was created that described the educational product without utilizing any dates or times. The goal of awareness was primary in this situation. This piece is always prepared and available for distribution in a variety of locations as needed. Providing a coupon for a person to tear-off, fill-in, and mail requesting additional information is an excellent means of developing a list of prospective students keeping them informed of educational opportunities in the Weekend College Program. Second, a brochure was created that was standard for regular activities such as registration and course selection. This will alert current students as well as the general public to the calendar of important dates and times of events as they relate to forthcoming semesters. An important facet was to provide students in extension center locations copies of this brochure for themselves and an extra copy to share with a friend or co-worker. The challenge of perusing an entire course catalog was eliminated and information related to a particular course location was available at a glance. A well-designed brochure can be edited to reflect modifed times, dates, or other data that may change in subsequent semesters. With a minimum of effort, it is possible to have a current brochure for distribution whenever necessary.

In addition to developing contacts at the local print and cable companies, it was important to include other sources of potential students in this effort. Because this curriculum included a two-plus-two program for students who had earned an applied science degree at a community college, making information available through community college bulletin boards, student activity centers, and student services was important. Another source of students is the many high school completion and GED programs as the sucessful completion of either of these credentials qualifies a student for enrollment in the Weekend College Program. Many local employers offer various tuition programs and encourage students to further their education. Participating in education fairs and disseminating information to employees through human resources or training centers has also been a means of reaching potential students. Developing a data base of persons who impact the educational initiatives and goals of others was another has been initiated. Finally, there is an opportunity to communicate with unique groups of students such as minorities and women by fostering the awareness of alternate degree programs within diverse populations.

These procedures were not intended to be a substitute for a well-planned, funded marketing program but a means of utilizing strategies to build on the existing marketing effort and increase the awareness of a particular program with the intent of ultimately motivating adults to enroll. Utilizing the PC can be an effective means of achieving this end as the process of continuous identification of new strategies to produce more effective results in the form of enrollments is an ever present goal. As stated in an article in College and University , ". . .promotional activities which are selected to suit the unique characteristics of a market will have a cumulative impact which is far greater than that which would have been achieved without such an effort." [3]

Hardware and software utilized in recruitment and retention can enable the educator to present a product with meaningful relevance to the non-traditional populations involved in an extension undergraduate program.

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[1] East, James R., Teaching on Weekends and in Shopping Centers, Indiana University-Purdue University at Indianapolis, Division of Continuing Studies, Indianapolis, Indiana, 1988, p. 33.

[2] Ibid., p.31.

[3] Caren, William L. "An Experimental Model for Market Penetration," College and University, Vol. 62, No. 2, Winter 1987, p. 105.

BEYOND CHOCOLATE AND VANILLA: REACHING THE 33 FLAVOR MARKET

Carol S. Miner, Provost, Open Campus
FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

When I was growing up in the 50s, the family treat was to go and get an ice cream cone around the corner. In those days, our choices were limited to chocolate or vanilla. If you were feeling really adventurous and fortunate, you could order a strawberry cone.

Now it's different. Folks pile into their vans and drive to Baskin-Robbins' 33 flavors. They may even go to the latest frozen yogurt store and choose from multiple flavors and toppings.

Yes, in the 1950s it was an either or world -- chocolate or vanilla, getting married or being single, going to college out of high school or never going to college. Now, it's more of a Baskin-Robbins world; at least 33 flavors and more choice and more change.

Married or single? Now people live together, take sequential spouses, and/or have families with my, yours, and our children. Now people go to college full or part-time after high school or part-time after work or after the kids are raised. The variations are endless. Fortunately, colleges and universities are seeking to meet the demands of a changing society. They are marketing to a growing segment of the college student market, the adult.

Who are these adults and why do they choose the colleges they do? According to a recent College Board survey, location is

the predominant factor in choosing a college. In fact, 55 per cent choose their college by location. That makes sense, I suppose, because most adults are not mobile and they have to work college in on a part-time basis between family and work. Sixteen per cent choose colleges based on the programs offered and eight per cent choose a college because of the quality of the school.

To respond to the student who chooses college based on location, many schools are offering courses and even degrees off-campus, in business settings, in malls, over tv and by correspondence. Some are renting space in downtown office buildings and offering classes and admission information. These are effective attempts to reach the market.

Who is this market?

The same survey mentioned earlier showed that 74 per cent of the adult students were under 40, 58 per cent were women, 88 per cent were white, 71 per cent were full-time employed, and 75 per cent were part-time students. With everyone so busy, it makes you wonder why adults are going back to school at all. In fact, 17 per cent say they go back because they just love learning. Another 83 per cent enroll because their life is going through one of the many transitions we all read about in Gail Sheehey's Passages. These passages bring adults back to school to realize a dream or earn a credential that will help them achieve a goal. Their potential needs the opportunity to be released at the right time. These adults are picking their own right time, right place, and right program for them. They are the true 33 flavor market.

Let me tell you about my college and how it has responded to change to serve the 33 flavor market. Florida Community College at Jacksonville is so responsive to the community that in 1986 it changed its name from Florida Junior College to Florida Community College at Jacksonville. We were not one of the first junior colleges to change its name but to us it was more than a name change; it really did reflect the mission that we have been carrying out for almost 25 years.

In 1966, Florida Community College opened its doors to 2,610 students -- the largest freshman class of any new community college in history. In 1988, we served over 81,000 students, both credit and non-credit. More than 20,000 students have completed their AA. Seventy per cent have gone on to finish their four year degrees, some of them taking up to 12 years to complete their degrees. Over our nearly 25-year history, 500,000 students have been enrolled.

In 1986 the college decided to focus on marketing to non-traditional students and on developing non-traditional delivery systems. FCCJ created its Open Campus, the purpose of which was and is to "externalize" the college.

In its short history, the Open Campus has more than doubled its FTE. Its success is due to a concerted marketing strategy and its ability to turn marginal programs into targeted and profitable markets. Its efforts have been so effective that Open Campus is now the third largest campus of FCCJ's five campuses.

How does FCCJ and its Open Campus serve the diverse markets of today? It does so by being all things to all people in a

strategic marketing approach, an approach that means thriving on chaos and ambiguity.

We like to say we're big and we're small; big enough to have over 4,000 courses in 300 locations per term college-wide but small enough to serve the students in classes that seldom hold more than 35 students.

In the State of Florida we have a requirement that math and English classes are restricted to less than 25 students per class. In fact, we have some classes, if you will, that consist of one person. We have over 1,300 students per term enrolled in tv courses where there is a one-to-one relationship with the teacher. How do we reach this market? The cable company inserts our ads in their bills.

We also say we're broad and we're specific. We offer a broad range of courses from literacy through adult high school, the AA degree and 144 AS degrees, vocational, and continuing education. Specifically, we target our courses to each market.

We take our courses and redesign them for other specific markets such as adult basic education for businesses, known as workplace literacy. More specifically, we will custom tailor or develop a course, a workshop, or even a training video from scratch. Our training ranges from designing business courses to teach city employees to clean up oil spills to teaching customer service telemarketing to AT&T new recruits.

This year FCCJ served over 10,000 employees in over 70 businesses in their own setting with tailor-made courses. In fact, our Economic Development Vice President works with the

Chamber of Commerce to help recruit business to the community and get a head start in designing training and recruiting employees to those businesses. This year, for example, the college was a major player in relocating American Express to Jacksonville by securing a three-year million-dollar commitment from the Florida Sunshine State Skills program for their training.

We serve the young and the old. We have some young geniuses in our midst who are enrolled in AA degree programs and a growing dual-enrollment program in two counties. We also conduct summer seminars for young people. FCCJ takes seriously its commitment to the recruitment of blacks. Through the college Reach Out program, over 890 black youth in the 6th through the 9th grades attend Saturday sessions where they are tutored in math, English, and science. They come to the campus and are introduced first hand to the college experience. The youths work with our black student recruiters and our best black faculty. FCCJ markets to Florida's older population, too. Our senior adult program serves over 6,000 students in 70 centers with home economics classes, travel programs, crafts, current events, and enrichment classes. Our oldest student at 114 years old, is taking painting classes.

We're days, nights, and weekends. FCCJ's Open Campus offers classes mornings, afternoons, and evenings four nights a week. This fall the Open Campus expanded its weekend classes by adding two variations. Students can take classes on Friday night or Saturday morning or Saturday afternoon for three weekends a month throughout the entire semester. We hope to offer classes on Sunday afternoons in the near future as well. We've also

started a new program called ACCESS which is an accelerated weekend program. Students go to class on Friday night and all day Saturday for four weekends and complete their 45 hours during one month's time. The weekend student is the traveling salesman, the mother of small children, and the member of the armed forces, or anyone who has diverse work and life schedules.

We serve the academically talented and those who are not prepared. The college has done well in national competitions including winning the state-wide brain bowls and math competitions and other types of contests. A good reputation in academics and a special honors program attracts those exemplary students faculty dream about as well as the traditional full-time student. On the other end of the spectrum, colleges must offer remedial courses for students who are not academically prepared. Even Ivy League colleges find they must provide special courses to move students to the level of college work. In the case of community college with open admissions, 50 per cent of our entering degree-seeking students must take developmental courses. Beyond the courses, we have developed labs for tutoring in math, reading, and writing as well. If our product is the successful student, we must go above and beyond the traditional approach of instruction to educate and retain the underprepared student.

Florida Community College has had a tradition of locating its 33 flavor operations in neighborhood schools, senior centers, military bases, shopping and malls all around town. In fact, the college operates over 300 centers in its 800 square mile service

area. Of particular interest to the Alliance may be the new degrees that we are offering on the three Navy bases.

In 1987, the Serviceman's Opportunity College Navy (SOCNAV), approached us to see if we could do a better job of serving the military community. The military has a new emphasis on higher education and specifically the AA. AS, and BA degrees. The military machine and the military bureaucracy are becoming more and more complex and require better educated personnel to function effectively. To that end, the U.S. government has provided an incentive program for enlisted personnel to finish their AA degree and go on to a four-year degree. We put our heads together to design a program which could use the experience that the military had already afforded its personnel and still comply with the State's criteria for an acceptable degree program. After two attempts we were able to develop a special Associate in Science degree program for the military which will transfer in up to 24 credit hours equivalent of Navy training as college electives.

To market and run the program, the college has a full-time employee who acts as counselor, registrar, marketer, and coordinator for offerings at each base. At the Naval Air Station Jacksonville, the college has installed a 15-station IBM computer lab which operates 40 hours a week offering concurrent one credit hour computer software courses to civilian personnel on the base. At night that same lab is used for three credit hour courses for

degree-seeking students on the bases. The program has been so successful that we are opening another computer lab at a second base in the Winter Term.

The Navy market itself is specialized yet has several markets within it, enlisted personnel, civilian personnel, and Navy dependents. Maybe we are going beyond the 33 flavor market!

We're local and we're international. We're local in the sense that we serve community needs in a lot of different ways. One local experience is that we have utilized our tv station to produce an environmental series about our area. After winning five awards and having our programs broadcast widely on television, we gave copies of the video series to the school system and to the public library. The program has made a significant impact in our community and it gives the college wide and positive exposure. Based on the success of the video series, we produced another one called Jacksonville: The Inside Story which is the history of Jacksonville and its tradition of citizen involvement. The video is targeted to new residents of Jacksonville and "old" residents who don't know very much about the city. The videos are a way of catching up quickly on what's going on in the community and getting a feel for its corporate culture, if you will. It is the "Cliff Notes" of Jacksonville history. Since Jacksonville has a unique form of government called Consolidation, this subject was one of the featured areas for one of the videos. The other two included Education and what we called the Unfinished Agenda. In this segment, we talk about our own local heroes and what kinds of things they have done to

improve the quality of life in Jacksonville. We hope to have local well-known role models who will help inspire citizens of Jacksonville to become part of the solution to our problems.

Beyond our local focus, we offer national and international speakers who can give Jacksonville more of a perspective. Last year we brought Donald Woods of "Cry Freedom" fame to discuss apartheid. Other speakers have included Ellen Goodman, Alice Walker, Claude Pepper, and the list goes on.

When I heard Rushworth Kidder would be at this conference, FCCJ piggy-backed with the Alliance to bring him to Jacksonville. Through our speaker's series we reach a special market indeed, that of the community leaders and the politicians. They enable us to serve the other markets through their financial support.

In addition to live appearances, we bring in speakers from all over the U.S. to speak on diverse topics and reach special groups through our technology of teleconferencing. One of our most successful teleconferences was directed to black managers presented by the American Management Association. This was a target market we had not been able to reach effectively with our own resources. The conference was an overwhelming success and we now have a mailing list we can use to stay in touch with this special market.

We use our tv capability to microwave courses to businesses and organizations but primarily we use our tv technology to offer courses to every cable user in two counties. We market through bill stuffers to over 190,000 homes which has resulted in a 165 per cent increase in our tv enrollments in three years.

We plan to enable a student to obtain every required course needed for an AA degree through telecourses. This decision has meant having to produce live math courses and a professional quality English course on writing research papers (ENC 1102 for those of you in the Florida Common Course Numbering System).

Let me mention one last special market which will conclude our taste of the 33 flavors. FCCJ, like many other colleges, suffered under the trend of decreasing black enrollments over the past ten years. This year, after many major recruiting efforts (some beginning in junior high), we have turned the trend around and are now experiencing an increase in black student enrollment. In fact, FCCJ just conducted a seminar to share our marketing techniques with other schools who face this challenge.

As we get ready to enter the 1990s, we know that the future will not be a repetition of the past. FCCJ's invention of the Open Campus, which includes the non-traditional delivery systems, will probably become more of the norm than the exception. Those of you who are in alternative in adult degree programs are on the cutting edge of what will be more of a rule than the exception in the future.

I know that you cannot just think your way into the future. You must also dream your way into the future. It's great to be in the company of fellow dreamers at this conference.

Making and marketing chocolate and vanilla ice cream was easy, cheap, and effective. Trying to keep 33 flavors in stock and developing new flavors for the future is going to be a

constant challenge. In fact, we will be offering flavors we have yet to dream.

The easy job of serving the full-time student who was academically prepared is like the chocolate and vanilla days. We will still have chocolate and vanilla, but our larger market will be the 33 flavors and beyond.

As Patricia Cross said, "The toughest problem is not in identifying winners, it is making winners out of ordinary people. That, after all, is the overwhelming purpose of education."

Our winners will come in many different flavors and we'll be ready to serve them.

Thank you.

Theories of Adult Development: A Comparative View

by Judy De L'eau

Assistant Professor, Coordinator

Adult Degree Program

Mary Baldwin College

During Harvard University's Institute for the Management of Lifelong Education, Robert Kegan suggested

We can't change people but

we can create a context for change.

The paper will explore one means of creating a richer context for change by presenting an integration of the key concepts from several major theories of adult development. The manager of adult degree programs is faced with a myraid of models for understanding how adults evolve. Rather than view each model in isolation, is there a means of synthesizing various theories of adult development to provide a more organized way of understanding the adult learner? Are there common threads among various theories? Is there a way to combine the research base to get a "bigger" picture of the process of adult development? The proposed model integrating theories of adult development examines the research of: Cross (1981), Kegan (1982), Kohlberg (1972), Levinson (1978), Maslow (1954), Neugarten (1968), Piaget (1948), Perry (1970), and Sheehy (1976), among others.

The major concepts from various theories of adult development will be outlined and then progressively each theory will be added to the comprehensive model of human development. The final goal is to integrate the many

prespectives on how adults cope, development, and make meaning of their world - into a clearer picture of the many facets of this evoling process to make it easier for the educator of adults to be able to draw upon the theoretical constructs available from the field of psychology. Perhaps this will contribute to more effective counseling and nurturing of the adults in their programs, whether in personnel, staff development, or external degree programs. The major reference for each theory is included in the list of references to enable the reader to turn to the writings of the individual psychologists for a more thorough understanding of each theory of human development.

Kegan's (1982) writing on human development presents one of the most comprehensive blending of prominent theories of adult development. His model is broad and precise and offers intrinsic value for the educator of adults because of its clarity and, even more benefically, because of its breath of applicability. It will serve as the core of the comprehensive blending of the various theories of adult development for this paper. In the Evolving Self, Kegan examines how, as we walk through life's experiences and challenges, we make sense or make meaning of "the chaotic world around us" (Kegan, 1982). He calls this "constructive development." Drawing from the brilliant work of developmental psychologists - Piaget, Erikson, and Perry - the model is facsinating when viewed pictorially (see Figure 1). The model, represented as an expanding helix, can be used as a tool to understand the unfolding nature of the developmental stages of adult learners.

J. DeL'eau
A Comprehensive Model of Adult Development

Kegan's model puts forth six stages:

incorporative

impulsive

imperial

interpersonal

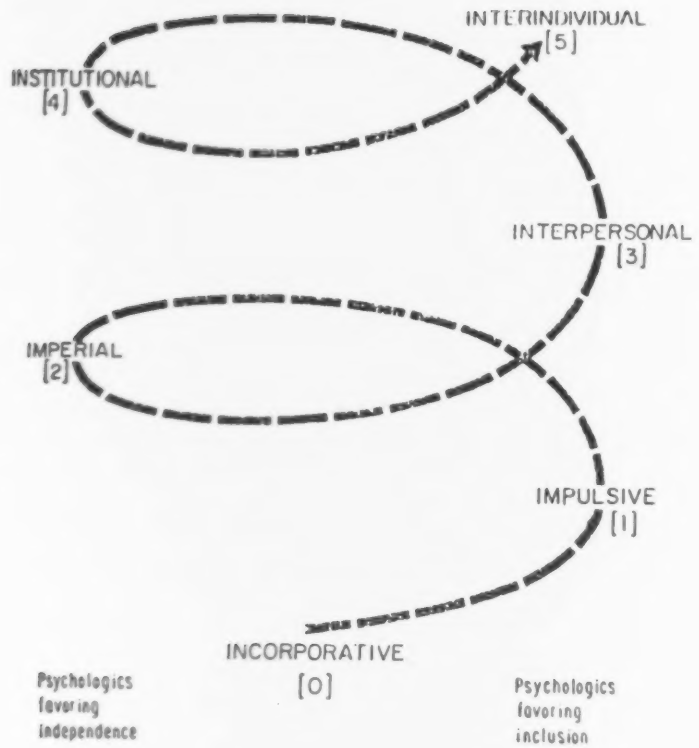
institutional

interindividual

Each stage in Kegan's model depicts the flow of human development in an effort to seek meaning, to create a balance. Stage 1 - the impulsive stage - depicts the human orientation based upon literally perceptions. Meaning is derived from what is seen and behavior is spontaneous. The individual maintains a singular view of the world around them. In Stage 2 - the imperial stage - the child takes on a more social-cognitive capacity while developing a self-contained orientation. Moving to Stage 3 - the interpersonal stage - the individual opens their process of making meaning of the world to begin to include other people - moving to sense of "a shared reality" albeit a limited one. An orientation towards institutional balance emerges in Stage 4 where the meaning system is based on a stronger sense of identity, a sense of self, while at the same time the individual is better able to engage in relationships to permit a "wider other." Independence is balanced with institutional and organizational membership. In Stage 5 - the interindividual stage - the individual is less bound by the parameters of an institutional orientation and begins to create meaning based upon an internal sense of values, a new sense of self, which takes priority over institutional dictates.

Figure 1

Kegan's Model of the Evolving Self



Kegan overlays these basic growth stages with other developmental hierarchies including those of Piaget, Kohlberg, Loevinger, Maslow, and Erikson. Piaget's (1932) theory of cognitive development focuses how people make meaning based upon interaction with factors outside the individual. His theory seeks to describe the processes of equilibration, i.e. the balancing and rebalancing of subject/object or self/others through the use of assimilation and accommodation.

Piaget's stages include:

sensorimotor

peroperational

concrete operations

formal operations

Kohlberg's (1969) stages of socialization examines the various evolving attitudes toward morality and includes the stages of:

premoral

preconventional

conventional

postconventional

In the premoral stage "good" is based upon what feels pleasant. In the preconventional stage "good" derives from a punishment/obedience orientation where "good" is based upon physical consequences and then moves to an instrumental relativistic orientation where "right" consists of what satisfies one's own needs. In the conventional stage, value systems are based upon an interpersonal orientation and willingness to conform to the majority's point

of view. Movement continues toward a societal orientation with a respect for law and order. In the postconventional stage "good" is based upon an autonomous, principled orientation, where the individual makes decisions of rightness independent from external authority.

Ego, defined by Weathersby, is an attempt to assign meaning to experiences and a process of striving for coherence (Chickering, 1981, p. 52.). Loevinger's (1976) theory of adult development centers on ego development - i.e. how people view themselves and their relationships with other people. She uses the term "milestones" to mark the significant evolving patterns of ego growth which include in Kegan's discussion:

presocial

impulsive

opportunistic

conformist - noncritical, idealized

conscientious -enrichment, inner-oriented

autonomous - creative, self-fulfillment, deeper values

Maslow's hierarchy of emotional needs has been described as being environmentally oriented viewing the evolving nature of the self as a product of outside influences (Stevens-Long, 1988). His hierarchy includes the following levels:

psysiological survival

psychological satisfaction

safety

love, affection, belonging

self-esteem

self-actualization

J. DeL'eau
A Comprehensive Model of Adult Development

Erikson's model - based upon internal drive factors - examines facets of personality development. His model is based upon the notion that biological factors interact with personal, cultural, and historical forces, "and that such interactions produce the central issues or conflicts" (Stevens-Long, 1988, p. 46) of the evolutionary process of adult development. Erikson's Stages of Life include:

basic trust versus mistrust

autonomy versus shame and doubt

initiative versus guilt

industry versus inferiority

identity versus role confusion

intimacy versus isolation

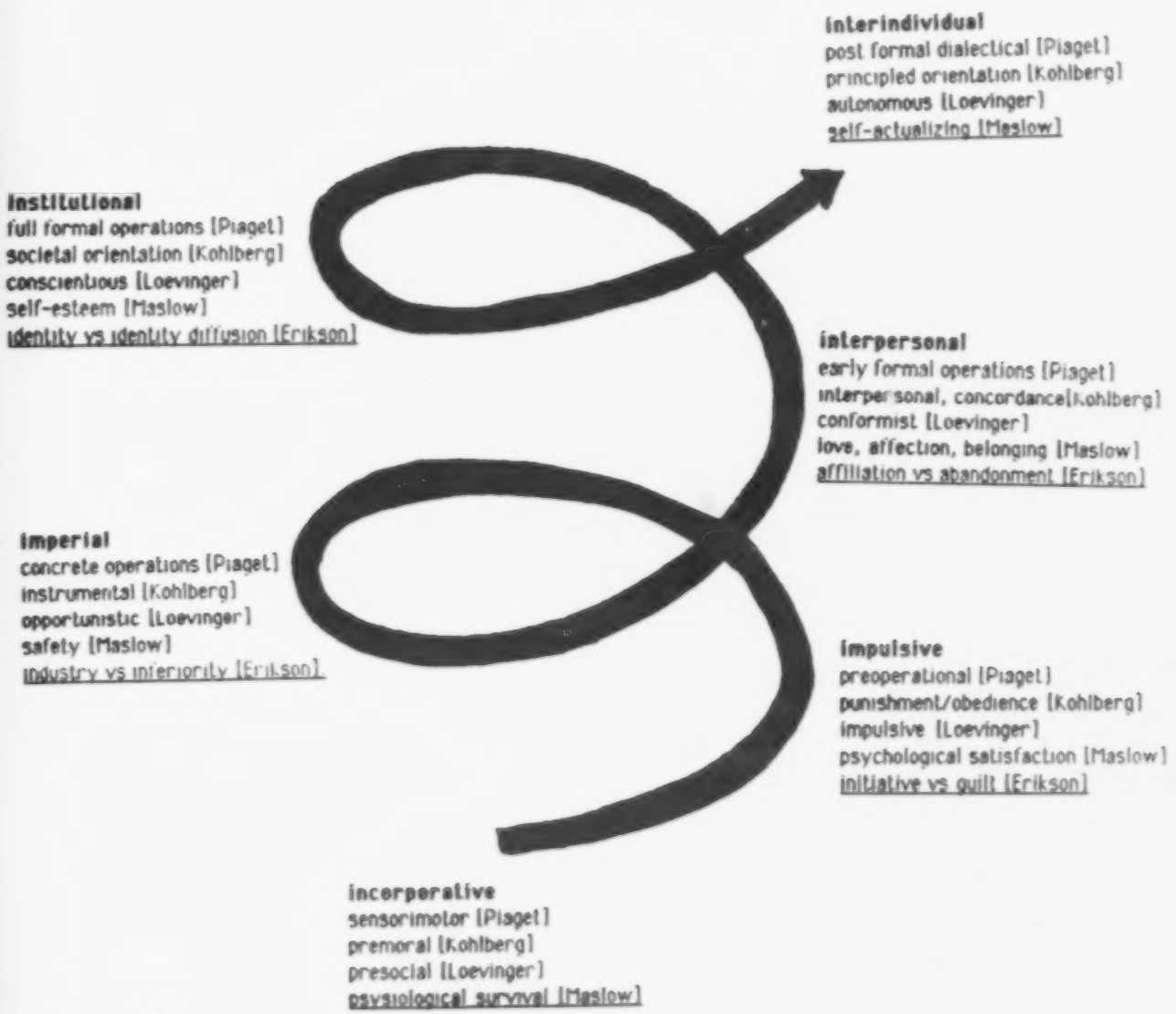
generativity versus stagnation

integrity versus despair

Kegan merges these theories with his basic spiral model to illustrate the relative position of each stage from these developmental hierarchies which helps to create in a more comprehensive picture the "layers" of the various dimensions of adult development. Figure 2 illustrates Kegan's basic model and how the theories of Piaget, Kohlberg, Loevinger, Maslow, and Erikson relate to this spiral of adult development.

Figure 2

Kegan's Integrated Model of Human Development



We will focus on Stages 3 through 5 - the span encompassing the primary phases of adult development - as additional psychological theories are added to the proposed comprehensive model of adult development.

Weathersby (1977) studied the patterns of ego development in terms of perceptions of the benefits of lifelong education. What emerged were responses that began with an orientation to external factors and tangible results and developed through various stages to an orientation of valuing education for pleasure, for increased satisfaction from pursing valued interests and as a means for understanding the perspective of people from different backgrounds (Chickering, 1981 p. 66-70). These stages include:

self-protection

conformist

conscientious-conformist or self-awareness

conscientious

individualistic

autonomous and integrated

Perry's model describes adult development in terms of the intellectual orientations from which knowledge is derived. It includes these stages:

absolute authority - right vs wrong

subjective/diversity - more than one point of view

contextual relativistic - situational nature of knowledge

The theories outlined so far have focused on the developmental process of adult development. Pat Cross (1981) suggested theories of how adults evolve can be viewed as either a developmental or a chronological perspective. Thus far we have focused on the developmental models. Let us now turn to additional psychological theories of adult development which focus on chronological stages. Stevens-Long (1988, p. 66) combined the writings of behavioral psychologists and offered the following characteristics associated with young adulthood and middle adulthood. Young adulthood is marked by greater insight and a strong sense of responsibility from a self-actualized orientation; middle adulthood is characterized by greater autonomy and patience coupled with a stronger sense of reciprocity. She also emphasized the importance of Robert White's research on young adults which focuses on three stages of activity:

stabilization of identity

humanization of values

expansion of caring

White views the evolving sense of commitment "in terms of commitment to something rather than to someone...a deepening of interests [in] activity and the progressive mastery of knowledge and skills...satisfaction is derived from the activity, not from the social gains that may accompany the activity" (Stevens-Long, 1988, p. 104).

Levinson's (1978) Seasons of a Man's Life provides a rich context of understanding adult development from a chronological framework which looks at early, mid, and late adulthood. The first stages of Levinson's model - early

adulthood and mid-adulthood - provide further descriptive details of the human developmental process. Levinson characterized young adulthood as:

structure-building

questioning the nature of the world

modifying or terminating relationships

reappraise and modify self

consolidate adult identity

The period of middle adulthood is characterized by:

settling down

balancing "valued self" and society

risk taking within stable life structure

seriousness

crystalizing values/goals

investment of self in work and society

Levinson suggested that "the shift from one era to the next is a major developmental change. It does not occur easily or quickly. Rather, there is a cross-era transition, a developmental period that normally lasts four or five years" (Buford, 1979, p.92). "Marker events", such as marriage, illness, advancement or failure in work, cause adaptation and a continuing modification of what the world around has grown to mean.

Cross (1981) blended the theories of life cycles from several researchers, including Neugarten and Sheehy, to describe steps in the life-cycle process.

The life cycles theories she summarized included the following levels of development:

separation

moving into the adult world

search for stability

becoming one's own person

settling down

mellowing

life review

Turning back to the developmental model advanced by Kegan, let us continue to build on this basic spiral structure and see how these additional theories of adult development fit. The comprehensive model of adult development is depicted in Figure 3. It includes the research of : Kegan, Piaget, Kohlberg, Loevinger, Maslow, Erikson, Weathersby, Perry, White, Levinson, Neugarten, and Sheehy. Each theory of this comprehensive model has a central construct upon which it focuses. These constructs include:

Kegan	making meaning/evolving self
Piaget	cogntive stages
Kohlberg	morality
Loevinger	ego
Maslow	needs
Erikson	personality
Weathersby	educational values
Perry	intellectual development

Figure 3

A Comprehensive Model of Adult Development

(continuing list of the central constructs of each theory)

White	personal relationships
Levinson	seasons a man's life
Neugarten	aging
Sheehy	crises

Cross offered a thoughtful commentary about the emerging process of human growth. "Perhaps the major conclusion that can be drawn from all the research on personality change is that people show remarkable consistency throughout life." She views human adapation as a function of the changing world around us and not as a function of age. In discussing the research of Haan & Day, Cross emphasized the constancy of our style, of our orientation to learning, of our developmental flow, and stated "individuals who engaged themselves in cognitive activities with enthusiasm in junior high school will continue to stand out from the norm when they become middle-aged adults." (Cross, 1981, p. 165)

On the other hand, the frame of reference an adult settles into at any given moment may be a function of the specific context or sitation in which they find themselves. Given a change of situation, adults may, in fact, draw upon different orientations to cope and make meaning of the world around them.

In summary, this comprehensive model is offered as a means of helping the adult educator describe and understand the ebb and flow of adult development while recognizing that movement is both forward and backward, up and down, through the various stages and levels. The comprehensive model has

been developed to give a more integrated view of the various theories of how adults evolve and how they learn to cope with the world around them. It is intended to assist the educator of adult students in developing a greater understanding of their individual students with the goal of helping to enhance the holding environment to create and nurture a context for change. The model presented is a suggestive not a definitive view of this process. A strong cautionary note needs to be emphasized. The meshing of the various theories of adult development is presented from the author's prespective; The reader is encouraged to take a critical view of the "fit" and may wish to rearrange the various components from the theories of adult development in a different sequence or may find it helpful to add other theoretical frameworks to reflect their own perspective and understanding of the adults they have nurtured.

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THE GOALS OF HIGHER EDUCATION AND THE ADULT STUDENT

Robert J. Roxby
Dean, School of Extended Education
Saint Mary's College of California

Adult students have become strikingly more visible in our colleges and universities, yet they remain invisible in our debates about the nature and expectations, that is the goals, of higher education. Students are discussed in the abstract, as though they were all the same. Even educators of adults tend to talk about adult development or the learning styles of adults, or improving the educational environments for adults, rather than the substance of what higher education is to achieve, the curriculum.

It is axiomatic that today's education was designed for the young. Aristotle asked what things the young ought to learn (Bowen, p. 34). However, in today's world the adult needs education. We say things such as, "The Liberal Arts are the best preparation for life." What does this mean to the student who has already lived half his life? Is it the process of learning which is different for the adult student, or is what is learned also an important matter to question? Is the traditional definition of the Bachelor of Arts degree still the best in light of the maturity and needs of the

adult student? The goals of higher education need to be re-examined in light of the new, age-inclusive student body in order to inform our discussions on curriculum.

In 1987-88, Nancy Hanawi, the acting Director of the Extended Education Degree Programs at Saint Mary's College of California undertook a series of exit interviews with groups of students completing their Bachelor's degrees. She interviewed seventeen groups, comprising over 200 students. These students were in the final meeting of an off-campus, nontraditional degree completion program, where, in essence they completed their academic majors in either Management or Health Services Administration. Two sections of Masters' degree students in Health Services Administration were also included.

The interviews were undertaken as a quality enhancement procedure. Among other questions, Ms. Hanawi asked each group to state what had been the most important change in them which they believed was the result of the overall experience of the program. Each student was requested to respond individually.

Ms. Hanawi was, herself, surprised by the magnitude of the changes each student expressed, as well as by their general consistency. She noted, too, "Although students responded spontaneously to this question, it was clear from their

remarks that many of them had already been reflecting on this topic. Moreover their statements of change were, for the most part, utterly convincing, because they were generally not in the form of a banal or superficial statement.... Rather students tended to present critical incidents which had surprised them and illuminated the change, or to quote observations by others about changes in them." (Hanawi, Data Book)

It should be noted that these students' average age is 38 years. Approximately 50% are women and about one-third racial minorities. They are enrolled in programs of approximately 16 months' duration in which seven of ten courses are vocational in orientation. In addition, students take a course "Personal and Professional Assessment", in which they prepare a portfolio through which they may be granted credit for college-equivalent learning. Two additional courses, Critical Perspectives Seminars I and II, satisfy the College's Great Books and religious studies requirements. Each group of students remains together during the entire program. Any extracurriculum exists by virtue only of the close bonding which occurs among the students as a cohesive learning and support group.

Two works appeared in 1977 which formed the basis of this inquiry into the question: Missions of the College Curriculum, a commentary of The Carnegie Foundation for the

Advancement of Teaching; and Howard Bowen's Investment in Learning; The Individual and Social Value of American Higher Education. These works were prepared early enough to assume that the findings and conclusions pertain almost uniquely to the traditional 18-22 year old student. Bowen's work is a compendium of studies which attempted to measure the effects of higher education on students. These two works form a complementary picture: the first delineates the desired endpoints of the college experience; the second seeks to amass data to evaluate how well those outcomes have been achieved.

Ms. Hanawi's question required the Saint Mary's students to describe and evaluate the outcomes of their particular experience as college students. As such, it was a measure of how well the general goals of higher education were met. Since each student was asked to articulate the single most important change brought about by the higher education experience, these data have been assigned additional importance. The study was suggestive and the nature of the population should be kept in mind when reviewing the conclusions drawn from their experience. Those conclusions, too, are meant to be suggestive rather than definitive. It should also be noted that the form of the question may in itself have eliminated or underestimated some effects of higher education which in aggregate may be very important.

Bowen's study was global in nature. Of particular concern in this study are the areas he delimited as Cognitive Learning, Emotional and Moral Development, and Practical Competence. In each of these general areas, he presented all important studies of the outcomes of higher education. Each is broken into relevant sub-areas. For each sub-area, there are mathematical and verbal estimations of the effects of higher education upon individual students. Of concern to us here are the verbal. Effects are denoted as small, moderate, or large increases or decreases and are presented in summary form in the various tables of this essay.

This summary form was recast as a questionnaire, a copy of which is appended (see Appendix A). It is an adaptation of Bowen's "Goals: The Intended Outcomes of Higher Education" (pp. 55-58). Using this summary form, I evaluated the responses of the Saint Mary's adult students. Ms. Hanawi was asked to do the same, along with eight other members of the Saint Mary's faculty and staff who are able to observe students both as they enter and complete their programs. Each sub-category was then assigned a composite rating, judging on the frequency of responses in given categories or closely related categories. On most items there was a high degree of unanimity, with most answers falling within one or two categories. Those ratings were used to compare the outcomes of the education of the adult students of Saint Mary's College with the results of Bowen's study.

In the Saint Mary's adult students, the changes expressed most often (50%) related to changes in their self-concept. Within this category are included comments having to do with increased confidence, an increased sense of capacity, and a sense of a more rational self-assessment. Fully a third of students made statements related to their increased appreciation of, and eagerness for learning, new experiences, and new interests. Many spoke of being re-energized and assuming new challenges.

One-fourth of the students noted new abilities or skills or substantial increases in them. They often cited improvements in their abilities in areas such as writing, reading, and analytical/critical thinking, and in their professional field.

Significant comments, though with lesser frequency, were made in the categories of career-related changes, development of a broader perspective, changes in values or their manifestations, development of new ways of thinking or perceiving, and changes in home or personal life.

Ms. Hanawi's study was not intended to identify outcomes of the college experience, but in fact it did. In comparing the responses of the Saint Mary's adult students to Bowen's categories of outcomes, it is possible to make some suggestive judgements. We shall deal with estimations of the

average in the subcategories to describe the effects of College. In some areas, on average, there is very little change, whereas, in others, large changes are visible. In some areas, and for some groups measurement of change is difficult. Hence, in Bowen's study such areas as Creativeness, Intellectual integrity, and Wisdom are designated as "Not Ascertained" while those evaluating Saint Mary's students were able to observe these changes.

Bowen found that the largest changes in students came in the areas of substantive knowledge, personal self-discovery, and an orientation towards the future. They also showed large increases in the personal quality of adaptability, that is, a broadening of perspective. Of great importance were also the gains made by students as they developed skills and attitudes related to marriage and the founding of families. On the other hand, the collegiate experience had little or no effect in such areas as human understanding toward individuals, the need for achievement, or leadership skills. Students registered moderate gains in very important areas of development, both intellectual and emotional. Their verbal skills improved and they developed in such areas as intellectual tolerance, esthetic sensibility, citizenship, lifelong learning, attitudes towards health and psychological well-being (see Table B-1).

The Saint Mary's students in general appeared to have made stronger gains than the younger students of Bowen's work (see Tables B-1 and B-2). Like their younger counterparts, they made large gains in substantive knowledge, personal self-discovery, and an orientation towards the future. Also like their younger counterparts, they made moderate gains in intellectual tolerance and human understanding towards groups. While the adults registered moderate gains in verbal skills, citizenship, economic productivity and the need for achievements, like their younger counterparts, their moderate changes were decidedly on the high end of the scale (see Table B-3).

The adult students also registered gains unlike the younger students. For example, lifelong learning and psychological well-being were judged areas of large gain for adult students. Returning students often see higher education as instrumental, most often as an aid to career enhancement. They leave with an renewed sense of the power of learning and express this in terms of appreciation toward learning or the desire to enroll in graduate programs, or recognition of its usefulness in a broad array of areas they had not previously considered.

Adults often return to school after some crisis or when they sense one is imminent. It is no surprise then that students commented often about gains in their psychological

well-being. It was gratifying to note that their educational programs were so effective in this regard.

Adult students in the sample made significant gains in a wide range of areas, more areas even than the students in Bowen's work. Even in those areas of small increase, such as intellectual integrity, wisdom, and citizenship, those gains were on the high end of the scale. In fact, in total, adult students made larger gains in sixteen out of twenty-eight areas, and equal gains in four. In only five areas (esthetic sensibility, refinement of taste, conduct, manner, adaptability, citizenship, and sound family life) were they judged to have been smaller gains than younger students and these appear to represent areas in which the younger student has particularly little experience before college. In cognitive development areas, the adults outscored the younger student in six out of ten areas, in Emotional and Moral Development five out of eight, and in Practical Competence, five out of ten (see Table B-4).

Since the Saint Mary's program is primarily a vocational one, it is interesting to note the comparison of the two groups in the areas of change generally considered to be the domain of the Liberal Arts or General Education. Out of the nineteen items associated with this area, and where both evaluations were available (see Table B-5), the adult students outperformed the traditional students in eight areas. More

precisely the adults outperformed the younger students in three out of the six comparable areas listed under Cognitive Learning, three out of seven in Emotional and Moral Development, and two out of three under Practical Competence (see Table B-6).

Four conclusions emerge from these comparisons:

1. There appears to be no less adult learning and development in virtually all areas, including those usually associated with the Liberal Arts/General Education.

2. Vocationally oriented education is particularly potent for adult students.

3. In many areas associated with Liberal Arts/General Education, there is more change in adult students than in younger students.

4. Given the vocational nature of the Saint Mary's College programs, the data suggest that vocationally oriented education can achieve a significant number of the same outcomes in adult students as Liberal Arts/General Education and can achieve them better.

The goals or the benefits claimed for the study of the Liberal Arts are many and varied, and range through the areas of Cognitive Learning, Emotional and Moral Development, and Practical Competence. It is not my intent to dispute either the study of the Liberal Arts or the value of General Education *per se*. If our students are to join the ranks of the "educated," they should have in their backgrounds some sense of human heritage and the heritage of Western Civilization. Yet, if the above conclusions are true the claims of superiority of the Liberal Arts and General Education need to be freshly stated for the adult student.

The goals, and thus the desired outcomes, of higher education have always been defined in relation to youth. Data such as the above suggest, however, that education designed in close accord with the maturity, experience, interests and perceived needs of adult students may achieve those very same goals, and perhaps even better than the traditional college curriculum.

The fact remains that we have assumed the gains of youth through education should be the gains of all students. In the current atmosphere for curricular change, aiming at the resuscitation of Liberal Arts and General Education, we seem to be moving towards more monolithic curricular constructions, more rigid core curricula. The data of this study suggest a different, more fundamental starting point.

The debate has lasted from Aristotle's time: "There are differences of opinion as to the proper tasks to be set; for all peoples do not agree as to the things that the young ought to learn, either with a view to virtue or with a view to the best life, nor is it clear whether their studies should be regulated more with regard to intellect or with regard to character... and it is not at all clear whether the pupils should practice pursuits that are practically useful, or morally edifying, or higher accomplishments." (cited in Bowen, p. 34)

We should first reword Aristotle, so that we debate what an educated person ought to learn, no matter at what age that learning takes place. Our goals should include the entire student body. Only then should our curriculum committees occupy themselves with designing the various means available to students to achieve them.

Appendix A

EFFECTS OF COLLEGE EXPERIENCE

ON SAINT MARY'S COLLEGE ADULT STUDENTS

Goal	Rating
Cognitive Learning	
Verbal skills	
Quantitative skills	
Substantive knowledge	
Rationality	
Intellectual tolerance	
Esthetic sensibility	
Creativeness	
Intellectual integrity	
Wisdom	
Lifelong learning	

(appendix continues)

Emotional and Moral Development

Personal self-discovery	
Psychological well-being	
Human understanding towards human groups in the abstract	
Human understanding toward individuals	
Values	
Morals	
Religious interest	
Refinement of taste, conduct, manner	

Practical Competence

Traits of value in practical affairs generally

Need for achievement	
Future orientation	
Adaptability	
Leadership	
Citizenship	
Economic productivity	
Sound family life	
Consumer efficiency	
Fruitful leisure	
Health	

Appendix B

Table B-1. Comparison of Goals for Individual Students Between Traditional-aged and Adult Students

Goal	Student Trad	Adult
Cognitive Learning		
Verbal Skills	MOD	M-LRGE
Quantitative Skills	SMALL	MOD
Substantive knowledge	LRGE	LRGE
Rationality	SMALL	MOD
Intellectual Tolerance	MOD	MOD
Esthetic sensibility	MOD	SMALL
Creativeness	NA	SMALL
Intellectual integrity	NA	S-MOD
Wisdom	NA	S-MOD
Lifelong learning	MOD	LRGE
Emotional and Moral Development		
Personal self-discovery	LRGE	LRGE
Psychological well-being	MOD	LRGE
Human understanding towards groups in abstract	MOD	M-LRGE
Human understanding toward individuals	NC	MOD
Values	SMALL	MOD
Morals	SMALL	NC
Religious interest	--MOD*	SMALL
Refinement of taste, conduct, manner	SMALL	NC
Practical Competence		
Traits of value in practical affairs generally		
Need for achievement	NC	M-LRGE
Future orientation	LRGE	LRGE
Adaptability	LRGE	MOD
Leadership	NC	MOD
Citizenship	MOD	S-MOD
Economic productivity	MOD	M-LRGE
Sound family life	LRGE	SMALL
Consumer efficiency	SMALL	MOD
Fruitful leisure	SMALL	MOD
Health	MOD	NA

Key: NA Not ascertained; NC No Change; SMALL Small increase; MOD Moderate increase; --MOD Moderate decrease; LRGE Large increase

Table B-2. Composite of the Goals for Individual Students

AMOUNT OF CHANGE	PERSONALITY DIMENSION	
	TRADITIONAL STUDENT	ADULT STUDENT
Not Ascertained	Creativeness Intellectual integrity Wisdom	Health
Moderate Negative Decrease	Religious interest	
No Change	Human understanding toward individuals Need for achievement Leadership	Morals Religious interest (+) Refinement of taste, conduct, manner
Small Increase	Quantitative skills Rationality Values Morals Refinement of taste, conduct, manner Consumer efficiency Fruitful leisure	Esthetic sensibility Creativeness Intellectual integrity(+) Wisdom (+) Citizenship (+) Sound family life
Moderate Increase	Verbal skills Intellectual tolerance Human understanding toward groups Citizenship Economic Productivity Esthetic sensibility Lifelong learning Psychological well-being Health	Verbal skills (+) Intellectual tolerance Human understanding toward groups Citizenship (+) Economic Productivity(+) Need for achievement (+) Quantitative skills Rationality Human Understanding toward individuals Values Adaptability Leadership Consumer efficiency Fruitful leisure
Large Increase	Substantive knowledge Personal discovery Future orientation Adaptability Sound family life	Substantive knowledge Personal discovery Future orientation Lifelong learning Psychological well-being

+ indicates significant ratings at next higher category

Table B-3. Areas of Moderate To Large Increases for Adult Students Compared to Traditional Students

AMOUNT OF CHANGE	PERSONALITY DIMENSION	
	TRADITIONAL STUDENT	ADULT STUDENT
Moderate Increase	Verbal skills.....	Verbal skills (+)
	Intellectual tolerance..	Intellectual tolerance
	Human understanding toward groups.....	Human understanding toward groups
	Citizenship.....	Citizenship (+)
	Economic Productivity...	Economic Productivity(+)
	NC	Need for achievement (+)
	Small	Quantitative skills
	Small	Rationality
	NC	Human Understanding toward individuals
	Small	Values
	Large	Adaptability
	NC	Leadership
	Small	Consumer efficiency
	Small	Fruitful leisure
Large Increase	Substantive Knowledge...	Substantive knowledge
	Personal discovery.....	Personal discovery
	Future orientation.....	Future orientation
	Mod	Lifeline learning
	Mod	Psychological well-being

+ indicates significant ratings at next higher category

Table B-4. Areas Where Adults Made Larger Gains Than Traditional-Aged Students

Cognitive Learning
- Verbal skills (GE,PF)
- Quantitative skills (GE,PF)
- Rationality (GE)
- Intellectual integrity (GE)
- Wisdom (GE)
- Lifelong learning (BP)

Moral and Emotional Development
- Psychological well-being (BP)
- Human understanding towards groups in abstract (GE)
- Human understanding towards individuals (GE)
- Values (GE)
- Religious interest (GE)

Practical Competence
- Need for achievement (PS,BP)
- Leadership (PS)
- Economic productivity (PS)
- Consumer efficiency (BP)
- Fruitful leisure (GE,BP)

Notations of associations with the collegiate experience:
- GE General Education
- PS Professional Study
- BP By-product of education

Table B-5. Goals for Individual Students According to Associations with the College Experience

GOAL	GEN'L ED	PROFES STUDY	BY-PRODUCT
Cognitive Learning			
Verbal Skills	X	X	
Quantitative Skills	X	X	
Substantive knowledge	X	X	
Rationality	X		
Intellectual Tolerance	X		
Esthetic sensibility	X		
Creativeness	X		
Intellectual integrity	X		
Wisdom	X		
Lifelong learning			X
Emotional and Moral Development			
Personal self-discovery	X		X
Psychological well-being			X
Human understanding towards groups in abstract	X		
Human understanding toward individuals	X		
Values	X		
Morals	X		
Religious interest	X		
Refinement of taste, conduct, manner	X		
Practical Competence			
Traits of value in practical affairs generally			
Need for achievement		X	X
Future orientation		X	X
Adaptability	X		
Leadership		X	
Citizenship	X		X
Economic productivity		X	
Sound family life			X
Consumer efficiency			X
Fruitful leisure	X		X
Health			X

Table B-6. Comparison of Goals for Individual Students Between Traditional-aged and Adult Students in Areas Associated with Liberal Arts/General Education

Goal	Student Trad	Adult
Cognitive Learning		
Verbal Skills	MOD	M-LRGE
Quantitative Skills	SMALL	MOD
Substantive knowledge	LRGE	LRGE
Rationality	SMALL	MOD
Intellectual Tolerance	MOD	MOD
Esthetic sensibility	MOD	SMALL
Creativeness	NA	SMALL
Intellectual integrity	NA	S-MOD
Wisdom	NA	S-MOD
Emotional and Moral Development		
Personal self-discovery	LRGE	LRGE
Human understanding towards groups in abstract	MOD	M-LRGE
Human understanding toward individuals	NC	MOD
Values	SMALL	MOD
Morals	SMALL	NC
Religious interest	--MOD*	SMALL
Refinement of taste, conduct, manner	SMALL	NC
Practical Competence		
Traits of value in practical affairs generally		
Adaptability	LRGE	MOD
Citizenship	MOD	S-MOD
Fruitful leisure	SMALL	MOD

Key: NA Not ascertained; MOD Moderate increase; NC No Change; --MOD Moderate decrease; SMALL Small increase; LRGE Large increase; -- Not reported

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